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ABSTRACT

This publication contains self-esteem exercises and a learning disabilities (LD) curriculum for students with LD in adult basic education programs. The 37 student exercises are designed to build the self-esteem of students with LD. They include self-evaluations, profiles, and checklists. Topics covered are success, decision making, problem solving, self-image, personality, self-management skills, self-concept, self-fulfillment, needs assessment, rights, stress skills, and managing change. The curriculum follows an individualized approach, in which the student may use all curriculum areas or specific parts chosen as objectives for an individualized program. Subjects covered are mathematics, reading, language arts, writing, and study skills. The curriculum for each subject area consists of these components: list of resources and charts that correlate skill with assessment, materials, and teaching strategy and techniques. An introduction provides additional suggestions and recommendations for the instructor. (YLB)

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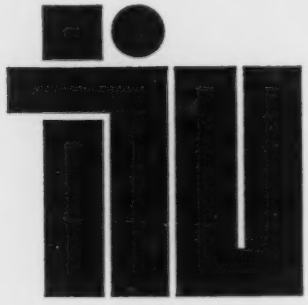
SPECIAL DELIVERY SYSTEMS

SELF-ESTEEM EXERCISES

LEARNING DISABILITIES CURRICULUM



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CE 058 116

Special Delivery Systems

Self-Esteem Exercises

Learning Disabilities Curriculum

Carol Molek, Project Director

89-90

June 25, 1990

TIU Adult Education and Job Training Center
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SELF ESTEEM:

Student Exercises

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Self-Esteem Exercises

Introduction

Our experience in working with learning disabled students in our Adult Center programs has led us to identify one common factor among the vast majority. This factor is a lack of confidence and limited self-esteem. Our students who are learning different often perceive themselves as outcasts, as not fitting in, and as not being worthy of success.

One of our goals this year has been to develop and compile a series of self-esteem building exercises for use with these students. Along with academic growth, we have seen important changes in student's personal opinions of themselves after being exposed to these types of exercises.

Many of the exercises were developed by our counselors, others come from commercially produced sources. The bibliography at the end of this section lists the sources which we found helpful.

The goal in offering these exercises is to provide a starting point for instructors who wish to pursue increasing self-esteem and confidence in their students. The rewards of this instruction are seen in students' change of self image and in academic achievement as well. The increase in self-esteem and educational progress are empowering tools for our students to use to meet their goals in life.

Carol Molek, Project Director

WHAT IS SUCCESS?

To laugh often and much;

To win the respect of intelligent people and the affection of children;

To earn the appreciation of honest critics and endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition;

To know even one life has breathed easier because you have lived;

This is to have succeeded.

-Ralph Waldo Emerson

What is SELF-ESTEEM?

It's your self-image, or HOW YOU FEEL ABOUT YOURSELF

Your self-esteem is made up of THOUGHTS AND FEELINGS you have about yourself. These may be:

POSITIVE

For example:

I'm pretty.
I'm smart.
I learn from my mistakes.
I'm fun.

The more positive feelings you have about yourself, the HIGHER YOUR SELF-ESTEEM.

NEGATIVE

For example:

I'm ugly.
I'm stupid.
I'm afraid to fail.
I'm boring.

The more negative feelings you have about yourself, the LOWER YOUR SELF-ESTEEM.

Some feelings you have about yourself may be difficult to express or explain. That's because YOU'RE A UNIQUE INDIVIDUAL - there's no one else in the world like you. That's reason enough to be proud.

WHY should I THINK ABOUT my self-esteem?

Because self-esteem AFFECTS THE WAY YOU LIVE:

-how you think, act and feel about yourself and others

-how successful you are in achieving your goals in life

HIGH SELF-ESTEEM can make you feel:

-effective

-productive

-capable

-lovable

LOW SELF-ESTEEM can make you feel:

-ineffective

-worthless

-incompetent

-unloved

SELF-ESTEEM CAN BE IMPROVED

Don't let past failures hold you back. You owe it to yourself to learn to feel good about who you are!

THE IMPORTANCE OF HIGH SELF-ESTEEM

Feeling good about yourself enables you to:

ACCEPT CHALLENGES

When you have high self-esteem, you're not afraid to develop your abilities. You're willing to risk trying new things. If you don't try, you can't grow.

ENRICH YOUR LIFE

Happy people are a joy to be around. By being happier with yourself, you'll be eager to meet new friends. By being more comfortable and open about yourself, you'll develop closer relationships.

MAINTAIN SELF-CONFIDENCE

Believing you can do something is half the battle; it allows you to involve yourself completely with whatever you're doing. Wholehearted effort helps to bring improvement to performance.

REMAIN FLEXIBLE

Change isn't easy. It's unfamiliar and frightening at times. However, a positive self-image makes it easier to accept new ideas and ways doing things.

With high self-esteem, you can:

-be the person you want to be

-enjoy others more fully

-offer more of yourself to the world

SOME COMMON EFFECTS OF LOW SELF-ESTEEM

LACK OF SELF CONFIDENCE

People with low self-esteem often have little confidence in their abilities. They may think they're doomed to fail again because they failed before.

POOR PERFORMANCE

Lack of self-confidence may result in making little or no effort toward realizing projects or goals. But failures that result from a lack of effort are not a true reflection of a person's abilities.

DISTORTED VIEW OF SELF AND OTHERS

Some people won't give themselves credit for their accomplishments. These people may think others look better in comparison. They may also believe that things just happen to them - that they don't make them happen.

UNHAPPY PERSONAL LIFE

Negative people aren't fun to be around. People with low self-esteem find it hard to develop close relationships. The result may be a lonesome and unhappy personal life.

The effects of low self-esteem create a VICIOUS CYCLE:

Lack of self confidence

Poor performance

Unhappy personal life

Distorted view of self and others

BUT the cycle can be BROKEN by taking positive steps to raise yo[illegible] self-esteem.

SOME FACTORS THAT INFLUENCE YOUR SELF-ESTEEM

Your level of self-esteem is based on the unique EXPERIENCES AND PERSONAL RELATIONSHIPS that have made up your life.

AT HOME

RELATIONSHIPS with your spouse, parents, grandparents, brothers, sisters, etc.

EXPERIENCES with family from birth right up to the present.

IN SCHOOL

RELATIONSHIPS with classmates, teachers, administrators and counselors.

EXPERIENCES with schoolwork, extracurricular activities, sports, discipline, etc.

ON THE JOB

RELATIONSHIPS with supervisors, co-workers, employees.

EXPERIENCES with hirings, firings, promotions and levels of job responsibility as well as your ability to support yourself and your family.

IN YOUR SOCIAL LIFE

RELATIONSHIPS with childhood and adult friends, neighbors, boyfriends and girlfriends.

EXPERIENCES with clubs, sports teams and hobbies.

IN SOCIETY

RELATIONSHIPS with members of different cultures, races and religions.

EXPERIENCES with standards and images created by other (i.e., the media).

IN GENERAL

-Positive experiences and fulfilling relationships help raise self-esteem. Negative experiences and troubled relationships tend to lower self-esteem.

-No single event or person can determine your level of self-esteem. It develops over time, constantly changing with experience.

How do you FEEL ABOUT YOURSELF?

ASSESS YOUR OWN LEVEL OF SELF-ESTEEM

by honestly answering these questions

Most people feel bad about themselves from time to time. So, when answering these questions, think about how you feel <u>most</u> of the time.

		Yes	No
1.	Are you easily hurt by criticism?.....	_____	_____
2.	Are you very shy or overly aggressive?.....	_____	_____
3.	Do you try to hide your feelings from others?.....	_____	_____
4.	Do you fear close relationships?.....	_____	_____
5.	Do you try to blame your mistakes on others?.....	_____	_____
6.	Do you find excuses for refusing to change?.....	_____	_____
7.	Do you avoid new experiences?.....	_____	_____
8.	Do you continually wish you could change your physical appearance?.....	_____	_____
9.	Are you too modest about personal successes?.....	_____	_____
10.	Are you glad when others fail?.....	_____	_____

If you answered MOST of these questions "yes," your self-esteem could probably use improvement.

1.	Do you accept constructive criticism?.....	_____	_____
2.	Are you at ease meeting new people?.....	_____	_____
3.	Are you honest and open about your feelings?.....	_____	_____
4.	Do you value your closest relationships?.....	_____	_____
5.	Are you able to laugh at (and learn from) your own mistakes?...	_____	_____
6.	Do you notice and accept changes in yourself as they occur?...	_____	_____
7.	Do you look for and tackle new challenges?.....	_____	_____
8.	Are you confident about your physical appearance?.....	_____	_____
9.	Do you give yourself credit when credit is due?.....	_____	_____
10.	Are you happy for others when they succeed?.....	_____	_____

SE-8

If you answered MOST of these questions "yes," you probably have a healthy opinion of yourself.

Whatever the level of your self-esteem now, you can take positive steps to

IMPROVE IT!

HOW TO THINK POSITIVELY ABOUT YOURSELF

Make it a point to be your own best friend. That means giving yourself:

ACCEPTANCE

Identify and accept your strengths and weaknesses - everyone has them!

HELP

Set realistic goals. Meet them by learning new skills and developing your abilities.

ENCOURAGEMENT

Take a "can-do" attitude. Set a reasonable timetable for personal goals and offer yourself encouragement along the way.

PRAISE

Take pride in your achievements, both great and small. Remember your experiences are yours alone. Enjoy them!

TIME

Take time out regularly to be alone with your thoughts and feelings. Get involved in activities you can enjoy by yourself, like crafts, reading or an individual sport. Learn to enjoy your own company.

TRUST

Pay attention to your thoughts and feelings. Act on what you think is right. Do what makes you feel happy and fulfilled.

RESPECT

Don't try to be someone else. Be proud of who you are. Explore and appreciate your own special talents.

LOVE

Learn to love the unique person you are. Accept and learn from your mistakes. Don't overreact to errors. Accept your successes and failures - those who love you do.

QUESTIONS AND ANSWERS

IS IT EASY to change self-esteem?

NO. It means taking a hard look at yourself, then changing the things you don't like. This takes time, but the results will be well worth the effort. If you've tried but aren't making any progress, consider seeking help from a qualified counselor.

Does high self-esteem GUARANTEE SUCCESS?

NO, but it does guarantee feeling good about yourself and others - no matter what happens.

Can I HELP OTHERS feel better about themselves?

YES. Let your positive attitudes rub off on others by offering encouragement. Help them to open up. Don't put others down. Be patient with their faults and weaknesses (everyone has them).

Does high self-esteem mean SELF-CENTEREDNESS?

NO. It's not egotism or snobbishness. These are usually false fronts for feelings of insecurity and low self-esteem. Having high self-esteem is appreciating your uniqueness so you can respond to others in positive and productive ways.

So....

THINK POSITIVELY ABOUT YOURSELF

TAKE PRIDE in your individuality.

HELP YOURSELF by developing your talents and abilities.

ENCOURAGE YOURSELF whenever you need it.

PRAISE YOURSELF when you deserve it.

TRUST your own judgment.

LOVE YOURSELF.

You can improve your self-esteem -- it's really worth the effort!

WHAT I AM LIKE IS ME

Score yourself on the items below, using this point system:

3 points - very good (handle it well)
2 points - average (not high, not low)
1 point - need improvement

When you're through, get a couple of friends, one of your parents, and maybe a teacher to put down how they see you. (They should cover up earlier marks so they won't be led by how others see you.)

	My Opinion	Other's Opinion
How I Treat My Body		
clothes	____	____
hair	____	____
voice	____	____
sleep and rest	____	____
posture	____	____
choice of foods	____	____
exercise	____	____
weight	____	____
cleanliness	____	____
How I Treat My Mind		
honest with myself	____	____
improve my mind's usefulness	____	____
thoughtful of myself	____	____
have common sense	____	____
have alone time	____	____
feel free and happy at times	____	____
like to learn new things	____	____
know when I need help	____	____
think peaceful	____	____
plan my life	____	____
do creative daydreaming	____	____

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WHAT I AM LIKE IS ME (continued)

	My Opinion	Other's Opinion
How I Act		
help others when asked.....	____	____
respect opinions of others.....	____	____
take my share of responsibility.....	____	____
consider others' feelings.....	____	____
control my temper.....	____	____
take responsibility for my own life.....	____	____
allow others their time to be alone.....	____	____
show healthy anger.....	____	____
seek help when I can't do it alone.....	____	____
stick to tough jobs.....	____	____
work hard at things I like.....	____	____
love, even when not loved back.....	____	____
show friends I like them.....	____	____
accept the mistakes of others.....	____	____
respect property of others.....	____	____
How I Handle My Feelings		
happiness.....	____	____
confusion.....	____	____
defeat.....	____	____
worry.....	____	____
lovingness.....	____	____
fear.....	____	____
anger.....	____	____

How I Handle My Feelings (continued)	My Opinion	Other's Opinion
pain.....	_____	_____
jealousy.....	_____	_____
loneliness.....	_____	_____

Just to make you feel good, ask 5 people who know you (teachers, parents, friends, relatives) to each write <u>five</u> positive (good) things about you.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Now <u>you</u> do the same thing for someone else.

DECISION MAKING AND PRACTICAL PROBLEM SOLVING

STEPS IN PROBLEM SOLVING WHICH LEAD TO DELIBERATE DECISIONS

Can we as a group analyze Ellen Smith's problem about vocational choice in a more formal manner? Let's go through the formal steps of problem solving and find out. These steps are:

1. Becoming aware that there is a problem
2. Defining the problem
3. Listing the possible solutions
4. Analyzing the possible solutions
5. Choosing the best solution (only the person with the problem should make this choice)
6. Putting the choice into action
7. Setting a future date to re-evaluate the choice

1. How did Ellen Smith become aware that she had a problem?_____

_____

_____

_____

2. Define Ellen Smith's problem_____

3. List possible solutions

4. Analyze possible solutions

5. Choose the best solution. (Group members will help Ellen Smith clarify alternatives regarding her decision about vocational choice; however, group members must <u>not</u> give advice or make the decision for Ellen, who has the privilege and responsibility to make her own choices.)_____

_____

6. Put the choice into action._____ (Ellen Smith's responsibility!)_____

_____

_____

7. Set a future date to re-evaluate the choice._____

Who am I! or Wealth is not what we have, but what we are!

This is a timed exercise to help you gain insight into who you think you are. It can be used as a gauge to see how you are progressing in self discovery and self direction.

You might want to try this exercise again a week or so after the workshop is over and compare your responses to see how much more insight you have gained!

In each of the spaces below describe yourself. You will have ten (10) minutes to fill in the blanks after each "I am" or as many as you can get in the ten minutes. Use one or two word descriptions of yourself. Work quickly and don't give the exercise a lot of deep thought. The words may describe:

who you are
how you feel
or anything else that pops into your mind
what you do
how you look

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____
11. I am _____
12. I am _____
13. I am _____
14. I am _____
15. I am _____

(continued on next page)

Who am I (continued)

Here are a few questions to ask yourself.

....Did you get all fifteen in ten minutes?
....What is your first answer? Are you happy with it? Was it the first thing that came to mind? Would you wish to have others describe you with that word?
....How many positive and negative descriptions are there?
....How many statements are related to your physical self?
....How many of your answers are related to feelings?
....How many items refer to a role you play?

Remember there are no right or wrong answers! The goal of this exercise is self-knowledge. This self study is also a way for you to know yourself well enough to describe yourself and your skills quickly - the way you might during an interview situation.

Jot down your impressions and reactions to this exercise.

SELF-IMAGE

COMMUNICATIONS

TALKING WITH ONESELF/THE MIND IS ITS OWN PLACE

The mind is its own place, and in it self
Can make a Heav'n of Hell, a Hell of Heav'n.

Paradise Lost, Book I, 1. 254

Contrary to what you might have heard, talking with yourself can be a very healthy thing to do! In fact, what you tell yourself can help determine whether you become victor or victim in your communications with yourself and with other people.

EXAMPLE - TO ASK OR TO REMAIN SILENT

You are in a vocational-technical education class and don't understand the teacher's explanation. You want to stop the teacher and ask for clarification, but your internal "victim" responses begin. "If I speak up," these responses say:

My classmates will think I am stupid.

Everybody will laugh at me.

"They" won't like me.

The teacher might scold me.

The teacher will fail me.

I'll feel terrible.

I'll be embarrassed.

I'll fail this course and won't be able to get a job.

Questions worth asking:

1. What is the "reward" for remaining silent?_____

_____

2. What is the "risk" of speaking out?_____

_____

_____

(continued on next page)

3. What is the worst thing that could possibly happen if I spoke out?

_____

4. How likely is the "worst" to happen?_____

_____

5. Could I handle the worst?_____

6. Am I making what I think to be someone else's opinion more important than my own in this situation? If so, why?_____

_____

ENCOUNTER - 1

1. My name is.....
2. My marital status is.....
3. The reason I'm here.....
4. In a new situation I usually feel.....
5. When I think about the future....
6. I'm happiest when.....
7. Breaking rules makes me feel.....
8. The thing that gets me most excited is.....
9. I feel more affectionate when.....
10. To me, belonging means.....
11. The emotion I find most difficult to express.....
12. I'm rebellious when.....
13. When I'm rejected I usually.....
14. My strongest point.....
15. My weakest point.....
16. Right now I'm feeling.....
17. I love.....
18. My dream is.....
19. I believe in.....
20. I am.....

WHAT HOLDS YOU BACK?

Here's the spot where a lot of people get stuck. All the subtle reasons for not doing things or making changes creep in and now take on immense proportions. It's inevitable! We're all creatures of habit and status quo. It's hard to change. It leaves us off balance temporarily. We're not sure of the results. We've never done it before. Limbo doesn't look so bad any more. There are other people involved. There are two major questions you can ask yourself to get a better perspective about this time:

1. If not now, then when will I do it?

2. What's the worst thing that can possibly happen?

Try this. Circle on the left all the factors that assist you in making changes (or a specific change); on the right, circle your favorite reasons for not making changes.

FOR (PROMOTE) CHANGE	AGAINST (DETER) CHANGE
skills, motivation, a course, family support, self-confidence, someone's death, age, health, interests, experience, risk ability, fulfillment, praise (encouragement), purpose, friends, energy, time, a mission, ideas, education, a "shock," a role model, need for variety, a good offer, dissatisfaction, spouse, divorce, life stage, support-group pressure, new challenge, opportunity, geographical move	lack of skill, no motivation or course, family responsibility, high expectations, no confidence, lack of money, security, seniority, comfort, too old or young, illness, no interest, lack of experience, no focus, too safe, no contacts, low energy, no time, lack of education, fear of failure, fear of success, fear of unknown, commitment, low self-esteem confusion

QUESTIONS ABOUT YOUR SELF-ESTEEM

1. Do you accept yourself just as you are? Would you say that you love yourself?

2. Would you rather be somebody else? If so, why?

3. How do you handle criticism? Do you take it personally or do you seek to learn from criticism?

4. Do you feel guilty when you indulge in some selfish activity? Think of some recent examples.

5. How comfortable are you when others praise or compliment you?

6. Do you talk to yourself with all due respect or with ridicule?

Name_____ Date_____

The people I like most are...

Some ways people act that annoy me are...

Money is...

An accomplishment I'm proud of is...

My favorite and strongest skill is:

The obstacles preventing me from getting a job right now are:

If I had one part of my life to live over it would be...

A SUMMARY OF SKILLS: 250 VERBS

Circle the ten which are at the same time your best, and your most enjoyed skills.

I AM GOOD AT, AND I ENJOY:

achieving
acting
adapting
addressing
administering
advising
analyzing
anticipating
arbitrating
arranging
ascertaining
assembling
assessing
attaining
auditing
budgeting
building
calculating
charting
checking
classifying
coaching
collecting
communicating
compiling
completing
composing
computing
conceptualizing
conducting
conserving
consolidating
constructing
controlling
coordinating
copying
counseling
creating
deciding
defining
delivering
designing
detailing
detecting
determining
developing
devising
diagnosing
digging
directing
discovering
dispensing
displaying
disproving
dissecting
distributing
diverting
dramatizing
drawing
driving
editing
eliminating
empathizing
enforcing
establishing
estimating
evaluating
examining
expanding
experimenting
explaining
expressing
extracting
filing
financing
fixing
following
formulating
founding
gathering
generating
getting
giving
guiding
handling
having responsibility
heading
helping
hypothesizing
identifying
illustrating
imagining
implementing
improving
improvising
increasing
influencing
informing
initiating
innovating
inspecting
inspiring
installing
instituting
instructing
integrating
interpreting
interviewing
intuiting
inventing
inventorying
investigating
judging
keeping
leading
learning
lecturing
lifting
listening
logging
maintaining
making
managing
manipulating
mediating
meeting
memorizing
mentoring
modeling
monitoring
motivating
navigating
negotiating
observing
obtaining
offering
operating
ordering
organizing
originating
overseeing
painting
perceiving
performing
persuading
photographing
piloting
planning
playing
predicting
preparing
prescribing
presenting
printing
problem-solving
processing
producing
programming
projecting
promoting
proof-reading
protecting
providing
publicizing
purchasing
questioning
raising
reading
realizing
reasoning
receiving
recommending
reconciling
recording
recruiting
reducing
referring
rehabilitating
relating
remembering
rendering
repairing
reporting
representing
researching
resolving
responding
restoring
retrieving
reviewing
risking
scheduling
selecting
selling
sensing
separating
serving
setting
setting-up
sewing
shaping
sharing
showing
singing
sketching
solving
sorting
speaking
studying
summarizing
supervising
supplying
symbolizing
synergizing
synthesizing
systematizing
taking
taking instructions
talking
teaching
team-building
telling
tending
testing and proving
training
transcribing
translating
traveling
treating
trouble-shooting
tutoring
typing
umpiring
understanding
understudying
undertaking
unifying
uniting
upgrading
using
utilizing
verbalizing
washing
weighing
winning
working
writing

BEST COPY AVAILABLE

PERSONALITY PROFILE

Willing	Expressive	Generous
Able	Cooperative	Decisive
Thorough	Perceptive	Adverturesome
Precise	Imaginative	Patient
Careful	Creative	Dependable
Energetic	Fast	Alert
Honest	Diligent	Enthusiastic
Hard-working	Intelligent	Optimistic
Dedicated	Intuitive	Tolerant
Insightful	Determined	Open-Minded
Assertive	Forthright	Resourceful
Sensitive	Tenacious	Tactful
Supportive	Responsible	Perform Well Under Pressure
Able to Produce Results	Persistent	Conscientious
Trustworthy	Incisive	Versatile
Intent	Warm	Fast Learner
Masterful	Friendly	Communicative
Humorous	Helpful	Intellectual
Easy Going	Analytic	Strong
Persuasive	Curious	Organized
Flexible	Firm	

SELF-MANAGEMENT SKILLS

academic
adaptable
aggressive
artistic
bold
calm
charming
clever
confident
considerate
courageous
daring
dependable
discreet
easy going
energetic
fair minded
flexible
frank
gentle
helpful
idealistic
individualistic
ingenious
inventive
light-hearted
loyal
meticulous
modest
open-minded
organized
painstaking
persevering
polite
progressive
pressure resistant
quick
realistic
relaxed
resourceful
robust
sensitive
sincere
spunky
strong
tactful
thorough
tough
unaffected
unexcitable
versatile
wise

active
adverturous
alert
assertive
broadminded
careful
cheerful
competent
conscientious
cool
creative
deliberate
determined
dominant
efficient
enterprising
farsighted
forceful
friendly
good-natured
honest
imaginative
industrious
intellectual
kind
likable
mature
mild
natural
opportunistic
original
patient
pleasant
practical
prudent
punctual
quiet
reasonable
reliable
responsible
self-confident
serious
sociable
stable
strong-minded
teachable
thoughtful
trusting
unassuming
uninhibited
warm
witty

accurate
affectionate
ambitious
attractive
businesslike
cautious
clear-thinking
competitive
conservative
cooperative
curious
democratic
dignified
eager
emotional
enthusiastic
firm
formal
generous
healthy
humorous
independent
informal
intelligent
leisurely
logical
methodical
moderate
obliging
optimistic
outgoing
peaceable
poised
precise
purposeful
productive
rational
reflective
reserved
retiring
sensible
sharp-witted
spontaneous
steady
sympathetic
tenacious
tolerant
trustworthy
understanding
verbal
wholesome
zany

Personal Strengths Checklist

The following words describe personal qualities that are important in work and life situations. Check all the words that describe you. Trust your first response to each word.

There is no limit to how many words you can check. Add some words of your own if you like. Then, select the 10 that best describe you and list them at the bottom of the page.

_____agreeable	_____athletic	_____self-directed	_____sensitive
_____orderly	_____scholarly	_____materialistic	_____helpful
_____flexible	_____optimistic	_____creative	_____impulsive
_____risk-taking	_____adventurous	_____independent	_____responsible
_____assertive	_____stable	_____out-going	_____verbal
_____generous	_____active	_____logical	_____punctual
_____understanding	_____accurate	_____ambitious	_____analytical
_____competitive	_____curious	_____economical	_____mechanical
_____supportive	_____loyal	_____cautious	_____passive
_____cooperative	_____kind	_____conventional	_____imaginative
_____realistic	_____practical	_____decisive	_____persuasive
_____organized	_____friendly	_____forceful	_____critical
_____controlling	_____persistent	_____tactful	_____involved
_____tolerant	_____sociable	_____artistic	_____strong
_____dependable	_____attentive	_____humorous	_____honest
_____conscientious	_____aggressive	_____patient	_____quiet
_____individualistic	_____idealistic	_____visual	
_____conservative	_____self-controlled	_____accepting	

TOP 10 STRENGTHS

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

SELF CONCEPT EVALUATION

Score as follows:
3 - True
2 - Largely True
1 - Somewhat True
0 - Not True

Points		Statement of Present Condition or Action
_____	1.	I usually do my own thinking and make my own decisions.
_____	2.	I often justify or rationalize my mistakes and defeats.
_____	3.	I rarely experience envy, jealousy, or suspicion.
____	4.	Losing usually causes me to feel "less than."
_____	5.	I normally let others be "wrong" without attempting to correct them.
_____	6.	I am very concerned about what others think of me.
_____	7.	I am free of guilt, shame and remorse.
_____	8.	I feel vulnerable to other's opinions, attitudes, and comments.
_____	9.	I am not prejudiced toward religious, racial or ethnic groups.
_____	10.	I tend to look down on my own achievements and talents.
_____	11.	I willingly accept the consequences of my actions.
_____	12.	I often exaggerate and lie to maintain a desired image.
_____	13.	I normally feel warm and friendly toward all people.
_____	14.	I usually feel inadequate to handle a new or changing situation.
_____	15.	I freely express love, hostility, joy, anger.
_____	16.	I am very often belittling or critical of others.
_____	17.	I am normally poised and comfortable with new people.
_____	18.	I try hard to please people.
_____	19.	I speak up for my own opinions and convictions.
_____	20.	I have a strong need for recognition and approval.
_____	21.	I normally anticipate new endeavors with a positive expectancy and confidence.

(continued on next page)

_____ 22. I often brag about myself and my achievements.

_____ 23. I accept my own authority and do what I think is right.

_____ 24. I am often embarrassed by the actions of my family or associates.

_____ 25. I accept compliments and gifts without embarrassment.

PERSONALITY MOSAIC

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think--something that feels like you.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.

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26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.

27. I have a great imagination.

28. It makes me feel good to take care of people.

29. I like to have people rely on me to get the job done.

30. I'm satisfied knowing that I've done an assignment carefully and completely.

31. I'd rather be on my own doing practical, hands-on activities.

32. I'm eager to read about any subject that arouses my curiosity.

33. I love to try creative new ideas.

34. If I have a problem with someone, I prefer to talk it out and resolve it.

35. To be successful, it's important to aim high.

36. I prefer being in a position where I don't have to take responsibility for decisions.

37. I don't enjoy spending a lot of time discussing things. What's right is right.

38. I need to analyze a problem pretty thoroughly before I act on it.

39. I like to rearrange my surroundings to make them unique and different.

40. When I feel down, I find a friend to talk to.

41. After I suggest a plan, I prefer to let others take care of the details.

42. I'm usually content where I am.

43. It's invigorating to do things outdoors.

44. I keep asking "why."

45. I like to find ways to help people care more for each other.

47. It's exciting to take part in important decisions.

48. I'm always glad to have someone else take charge.

49. I like my surroundings to be plain and practical.

50. I need to stay with a problem until I figure out an answer.

51. The beauty of nature touches something deep inside me.

52. Close relationships are important to me.

53. Promotion and advancement are important to me.

54. Efficiency, for me, means doing a set amount carefully each day.

55. A strong system of law and order is important to prevent chaos.

56. Thought-provoking books always broaden my perspective.

57. I look forward to seeing art shows, plays, and good times.

58. I haven't seen you for so long; I'd love to know how you're doing.

59. It's exciting to influence people.

60. When I say I'll do it, I follow through on every detail.

61. Good, hard physical work never hurt anyone.

62. I'd like to learn all there is to know about subjects that interest me.

63. I don't want to be like everyone else; I like to do things differently.

64. Tell me how I can help you.

65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.

67. The first thing I look for in a car is a well-built engine.

68. Those people are intellectually stimulating.

69. When I'm creating, I tend to let everything else go.

70. I feel concerned that so many people in our society need help.

71. It's fun to get ideas across to people.

72. I hate it when they keep changing the system just when I get it down.

73. I usually know how to take care of things in an emergency.

74. Just reading about those new discoveries is exciting.

75. I like to create happenings.

76. I often go out of my way to pay attention to people who seem lonely and friendless.

77. I love to bargain.

78. I don't like to do things unless I'm sure they're approved.

79. Sports are important in building strong bodies.

80. I've always been curious about the way nature works.

81. It's fun to be in a mood to try or do something unusual.

82. I believe that people are basically good.

83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.

84. I appreciate knowing exactly what people expect of me.

85. I like to take things apart to see if I can fix them.

86. Don't get excited. We can think it out and plan the right move logically.

87. It would be hard to imagine my life without beauty around me.

88. People often seem to tell me their problems.

89. I can usually connect with people who get me in touch with a network of resources.

90. I don't need much to be happy.

INTERPRETING THE RESULTS

Look over the following description of the six components' of the Personality Mosaic and see which one fits you best. Does this description agree with your six scores?

1. Realistic (R)

THING person who lives in his/her body
Independent/practical/physically strong/often agressive/conservative
Uses hands/eyes to explore things, achieve
Uses body skillfully, rather than words, thoughts, or feelings
Requires physical coordination, strength, agility, logic
Enjoys risk, excitement, being outdoors, concrete problems, money, using tools, large machinery
Solves problems by doing

2. Investigative (I)

DATA person who lives in his/her mind
Independent/curious/intellectual/introspective/unconventional
Uses reading/instruments to explore ideas
Uses mind/information to achieve, rather than association with people and things
Requires mental ability, logic, insight
Enjoys challenge, variety, and complicated, abstract problems
Solves problems by thinking

3. Artistic (A)

DATA/THING person who lives in his/her mind, body and feelings
Creative/sensitive/aesthetic/independent/introspective/expressive/unsocial
Uses hands/eyes/mind to create new things, writings, ways of doing things
Requires good eyes, ears, intelligence, perception of color, form, sound, and feelings
Enjoys beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, people
Solves problems by creating

4. Social (S)

PEOPLE person who lives in his/her project
Energetic/independent/enthusiastic/confident/dominant/political
Uses mind, words, feelings to deal with people and achieve
Requires sensitivity, insight, assertion, verbal ability, logic
Enjoys closeness, sharing, groups, unstructured activity, being in charge
Solves problems by feeling

5. Enterprising (E)

PEOPLE person who lives in his/her project
Energetic/independent/enthusiastic/confident/dominant/political
Uses mind, words, feelings to deal with people and achieve
Requires sensitivity, insight, assertion, verbal ability, logic
Enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money
Solves problems by risking

6. Conventional (C)

DATA person who lives in his/her orderliness
Placid/orderly/careful/accurate
Uses mind, eyes, hands to carry out tasks
Requires logic, care, responsibility
Enjoys order, certainty, security, identifying with power, status
Solves problems by following rules

SCORING YOUR ANSWERS

To score, circle the same numbers below that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R_____ I_____ A_____ S_____ E_____ C_____ total____

Which are your three highest scores?

1st_____ 2nd_____ 3rd_____

Realistic

-like to work outdoors
-stable, natural, persistent
-see themselves as mechanically and athletically inclined
-good motor coordination
-uncomfortable in social settings
-like to build things with tools
-robust, rugged, practical, physically strong
-weak verbal and interpersonal skills
-prefer concrete to abstract problems
-have conventional political and economic goals
-rarely perform creatively in the arts or science
-cool to radical new ideas
-like to work big, powerful machines
-buy boats, campers, snowmobiles, motorcycles

High and Low Scorers on the R-Theme

High	Low
Carpenters	Advertising Executives
Dietitians	Artists
Engineers	Librarians
Farmers	Poets
Foresters	Writers
Occupational Therapists	Political Scientists
Machinists	Lawyers
Military Officers	Interior Decorators
Highway Patrol	Psychologists

Descriptive Adjectives of Realistic Type

Asocial (shy)
Conforming
Frank
Genuine
Materialistic
Natural
Normal
Persistent
Practical
Self-Effacing
Stable
Thrifty
Uninsightful
Uninvolved

Enterprising

-good verbal skills, persuasive
-strong leaders
-avoid work involving long periods of intellectual effort
-strong drive to attain organizational goals
-concerned with power, status, and leadership
-aggressive, popular, self-confident, sociable
-high energy level
-adventuresome, ambitious
-enjoy making things happen
-value money and material possessions
-dislike science and systematic thinking
-buy big cars, nice clothes, country club memberships

High and Low Scorers on the E-Theme

High	Low
Business Education Teachers	Actors/Actresses
Buyers	Anthropologists
Computer Sales People	Artists
Department Store Managers	Carpenters
Life Insurance Agents	College Profesors
Realtors	Economists
Sales Managers	Musicians
	Psychologists
	Writers

Descriptive Adjectives of Enterprising Type

Acquisitive
Adventurous
Ambitious
Argumentative
Dependent
Domineering
Energetic
Exhibitionistic
Flirtatious
Impulsive
Optimistic
Pleasure-seeking
Self-confident
Sociable
Talkative

Artistic

-like art, music, drama, other creative interests
-prefer free, unstructured situations
-impulsive, non-conforming, independent
-averse to rules
-deal with problems through self-expression in art
-value beauty and esthetic qualities
-expressive, original, intuitive
-like to work in free environments
-like small, intimate groups
-willing to take risks to try something new
-dress in freer styles than other people
-have need for individualistic expression
-not assertive about own capabilities
-sensitive and emotional
-spend money on art objects, books, paintings, records

High and Low Scorers on the A-Theme

High	Low
Actors/Actresses	Bankers
Advertising Executives	Carpenters
Architects	Electricians
Interior Decorators	Engineers
Ministers	Farriers
Musicians	Police Officers
Music Teachers	Sales Personnel
Photographers	Veterinarians
Sculptors	

Descriptive Adjectives of Artistic Type

Complicated
Disorderly
Emotional
Idealistic
Imaginative
Impractical
Impulsive
Independent
Introspective
Intuitive
Non-Conforming
Original

Investigative

-scientific orientation
-task-oriented, all wrapped up on their work
-introspective and asocial
-think through rather than act out problems
-strong need to understand the world
-enjoy ambiguous tasks
-prefer to work independently
-have unconventional attitudes
-see themselves as lacking leadership skills
-confident of their intellectual abilities
-analytical, curious, reserved, independent
-great dislike for repetitive activities
-buy telescopes, calculators, electronic equipment

High and Low Scorers on the I-Theme

High	Low
Astronomers	Bankers
Biologists	Buyers
Chemists	Carpenters
College Professors	Farmers
Draftspersons	Truck Drivers
Physicians	Interior Decorators
Psychologists	Social Service Teachers
Operating Room Technicians	Writers

Descriptive Adjectives of Investigative Type

Analytical
Cautious
Critical
Curious
Independent
Intellectual
Introspective
Introverted
Methodical
Passive
Pessimistic
Precise
Rational
Reserved
Unassuming
Unpopular

Social

-sociable, responsible, humanistic, religious
-like to work in groups
-have verbal and interpersonal skills
-avoid both intellectual problem solving and physical exertion
-enjoy curing, training, developing or enlightening others
-understanding, helpful, idealistic
-dislike working with machines or in highly structured situations
-like to discuss philosophic questions
-concerned with welfare of others
-cooperative, friendly, generous
-attend lots of workshops, other group experiences

High and Low Scorers on the S-Theme

High	Low
Guidance Counselors	Architects
Ministers	Artists
Elementary Teachers	Astronomers
Recreation Leaders	Carpenters
Nurses	Electricians
Social Workers	Mathematicians
Rehabilitation Counselors	Photographers
School Superintendents	Physicists

Descriptive Adjectives of Social Type

Ascendant
Cooperative
Friendly
Generous
Helpful
Idealistic
Insightful
Kind
Persuasive
Responsible
Sociable
Tactful
Understanding

Conventional

-prefer well-ordered environments
-like systematic verbal and numerical activities
-avoid ambiguous situations and problems involving interpersonal relationships
-conscientious, efficient, practical
-identify with power
-value material possessions and status
-orderly, persistent, calm
-adverse to free, unsystematic, exploratory behavior in new areas
-do not seek out leadership
-stable, well-controlled, dependable
-most effective at well-defined tasks
-save their money or buy conservative things (furniture, houses)

High and Low Scorers on the C-Theme

High	Low
Accountants	Advertising Executives
Bankers	Anthropologists
Credit Managers	Artists
Office Workers	Carpenters
Police Officers	Interior Decorators
Beauticians	Scientists
Secretaries	Writers

Descriptive Adjectives of Conventional Type

Conforming
Conscientious
Defensive
Efficient
Inflexible
Inhibited
Obedient
Orderly
Persistent
Practical
Prudish
Self-Controlled (calm)
Unimaginative

ALL ABOUT ME

1. One thing I worry about a lot is _____

_____

2. One thing that really bothers me is _____

_____

3. One thing that makes me feel good is _____

_____

4. I'm proud that I know how to _____

_____

5. I get angry when _____

_____

6. I feel hurt when _____

_____

7. Three things that make me happy are _____

_____

8. The thing I like to do best at home is _____

_____

9. My favorite possession is _____

_____

SE-42

INTRODUCTORY EXERCISE

In pairs introduce yourself to each other. Please cover the following:

1. Personal: I am....

   I like...

   I hope...

   I feel...

2. Goals: I choose to be here tonight because...

   My goal for this workshop is...

3. Fantasy: If I could be any animal in the whole world, I'd like to be...

TOWARDS MORE SELF-FULFILLMENT

Exercise - Answer these questions and share
(do most important to you first)

(1) What kind of individuals are the happiest and most productive? What can I do to increase my happiness and productivity?

(2) How can I gain more upward mobility within my career?

(3) What can I do to make my job, my life more fulfilling?

(4) How can I become emotionally well, physically fit, and spiritually sound?

PERSEVERANCE

-Calvin Coolidge

Nothing in the world can take the place of persistence.

Talent will not; nothing is more common than unsuccessful men with great talent.

Genius will not; unrewarded genius is almost a proverb.

Education will not; the world is full of educated derelicts.

Persistence, determination alone are omnipotent.

SECURITIES

Securities inhibit us from obtaining rights: they are the things we tell ourselves that we "need" in order to prove our self-worth; i.e., you need to be liked, therefore, you may have difficulty refusing a request even though you feel it is an unreasonable request.

Are you willing to give up

Maintenance of familiar behavior patterns?

Are you willing to give up

Believing the behavior of others is really responsible for your feelings or actions? i.e., thinking others make you feel that way.

Are you willing to give up

Avoiding the possibility of rejection? i.e., pursuing only comfortable relationships.

Are you willing to give up

Receiving praise for conforming to the expectations of others?

i.e., reward for pleasing others.

Are you willing to give up

Having others make decisions for you?

Are you willing to give up

Inaction which results in discomfort? i.e., safety in silence.

Are you willing to give up

Protection from others?

Are you willing to give up

Making hidden bargains instead of real ones? i.e., manipulation.

Are you willing to give up

Dependence on others?

Are you willing to give up

Superficiality in Human Relationships? i.e., protecting yourself against emotional involvement, thus becoming vulnerable to others.

What else do you need to give up?

SE-46

Work and Personal Needs Assessment

You will find that the career you choose will affect your life in many ways. It might be helpful if you weigh your feelings about all aspects of a potential work situation. How your chosen career reflects your needs, in turn, affects your life.

The words below describe a variety of work and personal needs. Circle all the words that best describe what is important to you.

Add words if there are things that are important to you that aren't already included.

Then, choose five (5) of the circled words and list them under "Important Needs."

influence others	variety	competition
leisure	independence	problem-solving
working with others	decision-making	learning
personal growth	privacy	attractive work surroundings
help society	social contact	orderly environment
challenge	creativity	leadership responsibilities
geographic location	risk-taking	advancement
fringe benefits	pressure	professional growth
expertness	salary	status
flexible hours	job security	authority
prestige	job tranquility	job safety

Important Needs

1. _____
2. _____
3. _____
4. _____
5. _____

Environmental Considerations

(the type of physical environment and the type of people you want to be around)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SE-47

SELF-IMAGE
COMMUNICATIONS

PART A

You have experienced some changes in your life which are as disruptive as life changes can be, and you probably feel as if you are headed toward a great unknown. Fear of change and fear of the unknown are normal. Now that you know that anyone in your situation (and lots of people are) would probably be afraid, consider some of the following suggestions for dealing with your feelings of fear. Suppose, for example, that you are afraid of some kind of failure. We all have this fear at one time or another. Ask yourself:

1. Of what specifically am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear because it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)
2. How does this fear make me feel?_____
   _____
3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail?_____
   _____
   a. If yes, whose opinion?_____
   b. If yes, why should I allow someone else's opinion to be more important than my own opinion?_____
      _____
4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing - I'm scared to death"?_____
5. Am I allowing fear to help me avoid the responsibility of taking some kind of action?_____
   _____
6. Am I allowing fear to help me avoid the risk of taking some kind of action?_____
7. What is the "reward" for my remaining fearful?_____
   _____
8. What is the cost of remaining fearful?_____
   _____
   _____
9. What are possible ways I can handle this fear? (List as many as you can. Record these answers without stopping to analyze them.) _____
   _____
   _____

SELF-IMAGE - COMMUNICATIONS (continued)

PART B

Dialogue

Share the answers to the questions listed on the previous page with a class partner (or in a small group). Sharing your fear can help you look more objectively at it. Also, your partner can probably add to your list of alternatives for handling your fear. Finally, your partner can interject some positive ideas to help you stop the snowballing effect of fear.

Fianlly, underline the best solution (see no. 9, on first sheet) for handling your fear. Then ask yourself:

1. What is the worst thing that could happen if I put this alternative into action?_____
2. How likely is the worst to happen?_____
3. Could I handle the worst?_____
4. What is the best thing that could happen if I put this alternative into action?_____
5. Could I handle the best?_____
6. Am I ready to put this alternative into action?_____

(Note: Use the procedure details above for handling each of your fears individually)

MY PERSONAL BILL OF RIGHTS

1. I am a person. As a person, I am due the same courtesy, consideration, attention, and respect as any other person.

2. I am entitled to my own feelings. They require no apology. I am entitled to conduct myself as best I can, being true to those feelings.

3. I owe it to myself to be the best person I can be. By developing myself, I am more capable of caring and sharing in a positive manner.

4. I owe it to my family and to myself, to see to it that they treat me, my time and my energy with the same respect, courtesy, attention, and consideration that they would anyone else. This means my goals are just as important as their goals.

5. I make the choice to be happy. Since I do have a choice, when I am asked to do things I do not wish to do, I must learn to say, simply, "No," rather than performing a service with grudging resentment. On the other hand, if there are chores which I must do, I will try my best to do them willingly and cheerfully.

6. It is my duty to make the most of my talents. To do less would be disrespectful to myself and be ungrateful to God.

7. I choose my own goals. I am not only free to do so; I must. Without goals, I have no direction and I merely drift without purpose.

8. I must learn to take care of myself physically, intellectually, spiritually, psychologically, and financially. I cannot expect someone else to always do it for me.

9. I am responsible for my own actions. I cannot forever act as as a child, awaiting permission to get on with my life. If I want something, I will have to work for it and make it happen.

10. I have the courage to try whatever I want to try. If I do not even try, I will never succeed. On the other hand, when I decide I really want something, I can intelligently prepare myself to pursue that goal with courage and perseverance.

OUR RIGHTS

1. Each and every human being is entitled to dignity, respect, and courtesy.
2. We have the right to choose how we think, act, and feel.
3. We each have the right to decide if we like or dislike how we think, act and feel.
4. We each have the right to change our opinions and behaviors.
5. We each have the right not to explain our behavior to others as long as their rights are not violated.
6. We each have the right to have our opinions respected.
7. We each have the right to be respected for our personhood and capabilities.
8. We each have the right to meet our needs as long as we consider the needs of others.
9. We each have the right to offer to help others.
10. We each have the right to refuse offers of help.
11. We each have the right to ask others for their help.
12. We each have the right to ask others to change their behavior.
13. We each have the right to make mistakes and be responsible for them.
14. We each have the right to not know.
15. We each have the right to not care.
16. We each have the right to tell others "no" without feeling guilty.
17. We each have the right to decide how we would like to spend our time.

DR. DAVID DAVIES'S
10 TIPS FOR LONGEVITY

Dr. David Davies, of the Gerontological Unit of University College, London, spent two years studying the life-style and genetic make-up of the people of Vilcabamba, Ecuador, one of the longest-living groups of persons in the world. He summarized his findings in his book The Centenarians of the Andes. Other books by Dr. Davies include A Dictionary of Anthropology and The Influence of Teeth, Diet, and Habits on the Human Face.

1. Keep working steadily after retirement, that is if you have to retire.
2. Have absorbing hobbies to take over your mental activity after retirement.
3. Don't talk about growing old. Try to avoid those who are depressed.
4. Drink and smoke in moderation - if at all.
5. Get plenty of natural sleep.
6. Avoid all forms of stress - at least learn to cope with stress if unavoidable.
7. Don't worry about your children.
8. Walk at least one mile a day as this is the best form of exercise. Gardening is good exercise too.
9. Eat as little meat as possible.
10. Eat as much raw food, and as little processed food, as possible.

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TAKE ACTION TODAY FOR MORE POSITIVE SELF-ESTEEM

--Dr. Denis Waitley

1. Always greet people you meet with a smile. When introducing yourself in any new association take the initiative to volunteer your own name first, clearly; and always extend your hand first, looking the person in the eyes when you speak.

2. In your telephone communications at work or at home, answer the telephone pleasantly, immediately giving your own name to the caller, before you ask who's calling. (If no one you don't already know ever calls, forget this part. Whenever you initiate a call to any residence or place of business where someone new may answer, always give your own name up front, before you ask for the party you want and before you state your business. The leading with your own name underscores that a person of value is making the call.)

3. When driving in your automobile, listen to inspirational radio or cassette tape programs. Automobiles are the best rolling universities in the world. Listen to self-development programs of an educational nature.

4. Invest in your own knowledge. Enroll in an extension or seminar class in some aspect of personal or professional development. Make the bookstores and fitness centers your new haunts for "happy hour."

5. Always say "Thank you," when you are paid any compliment, by any one, for any reason. Neither play down, nor try to play up value that is bestowed. The ability to accept is the universal mark of an individual with sold self-esteem.

6. Don't brag! People who trumpet their exploits and shout for service are actually calling for help. The showboats, braggarts, and blowhards are desperate for attention.

7. Don't tell your problems to people, unless they're directly involved with the solutions. And don't make excuses. Successful people seek those who look and sound like success. Always talk affirmatively about the progress you are trying to make.

8. Find successful "role models" that you can pattern yourself after. When you meet a "mastermind," become a "master mime" and learn all you can about how he or she succeeded. This is especially true with things you fear. Find someone who has conquered what you fear, and get educated.

9. When you make a mistake or get ridiculed or rejected, look at mistakes as learning experiences, and ridicule as ignorance. After a rejection, take a look at your BAG - Blessings, Accomplishments, and Goals. Look at rejection as part of one performance, not as a turndown of the performer.

10. Spend this Saturday doing something you really want to do. I don't mean next month. <u>This</u> Saturday. Enjoy being alive and being able to do it. You deserve it. There will never be another you. This Saturday <u>will be spent</u>. Why not spend at least one day a week on You!

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WHEN YOU'RE FEELING DOWN.....
WAYS TO PICK YOURSELF UP

1. Use your down feelings as a warning-light indicating that some automatic negative thoughts are playing in your hand.
   Zero in on those automatic negative thoughts and write them down. Don't let them buzz around in your head; snare them on paper!

2. Read over the list of ten cognitive distortions (next page.) Learn precisely how you are twisting things and blowing them out of proportion.

3. Substitute a more objective thought that puts the lie to the one which made you look down on yourself. As you do this, you'll begin to feel better. You'll be boosting your self-esteem, and your sense of worthlessness (and depression) will start to dissipate.

TRIPLE COLUMN TECHNIQUE

The example below illustrates how - with just a pencil and paper - you can restructure the way you think about yourself when you have goofed up in some way. The aim is to substitute more objective rational thoughts for the illogical harsh self-criticisms that automatically flood your mind when a negative event occurs.

Automatic Thought (Self-Criticism)	Cognitive Distortion	Rational Response (Self-Defense)
1. I never do anything right.	1. Overgeneralization	1. Nonsense! I do a lot of things right.
2. I'm always late.	2. Overgeneralization	2. I'm not <u>always</u> late. That's ridiculous. Think of all the times I've been on time. If I'm late more often than I'd like, I'll work on this problem and develop a method for being punctual.
3. Everyone will look down on me.	3. Mind reading; over-generalization. All-or-nothing thinking; fortune teller error	3. Someone may be disappointed that I'm late but it's not the end of the world. Maybe the meeting won't even start on time.
4. This shows what a jerk I am.	4. Labeling	4. Come on, now, I'm not a "jerk"
5. I'll make a fool of myself.	5. Labeling Fortune teller error	5. Ditto. I'm not a "fool" either. I may appear foolish if I come in late, but this doesn't make me a fool. Everyone is late sometimes.

STRESS SKILLS

Inflexibility magnifies stress.

When you find yourself stuck in a situation for which your normal style of coping isn't working and you hold on to that style, unwilling or unable to modify it, then your distress will increase.

Everyone develops favorite ways of coping. Based on the belief that, since they worked once they'll work again, some people continue trying to cope with methods that simply won't work for them any longer. Sometimes it takes a long time for people to wake up and gather the courage to try out alternate behaviors. When the force of habit keeps you from breaking out of the rut, you've become inflexible. When you become inflexible, the stress just hangs on and the pressures mount up until the problem begins to look insurmountable.

Stress skills strategies are actions you take on your own behalf to get yourself moving and limber again. Stress skills are exercises that restore flexibility, stretch the immobilized parts of yourself, and allow life with all its joy and laughter to flow freely through you once again.

You might try many specific stress skills. There is no one best method for coping. Just as the situations which cause stress change, so also the most appropriate skills for coping with these stresses periodically change. There is no "solution" that remains good for all time. You need to be flexible in your use of your skills.

FOUR BASIC APPROACHES TO COPING

All coping activities can be classified under one of four basic strategies for dealing with stress. The four strategies for attacking troublesome stressors include: (1) You can reorganize yourself and take better control of the ways you're spending your time and energy. Then you can handle the stressors more efficiently. (2) You can manage your environment by controlling what and who is surrounding you. In this way you can either get rid of stressors or gain support for yourself. (3) You can change your attitude toward your stressors. Or (4) you can build up your strength and endurance so that you are physically able to stand up against them.

It is not necessary, of course, to concentrate on only one strategy or one type of skill. You may diversify your coping efforts and choose to use skills from each of the four basic strategies for coping simultaneously.

STRATEGY #1: ORGANIZE YOURSELF

If you want to manage your stress by controlling the way you spend your time and energy and by developing better methods for regulating yourself, you can utilize the following skills.

Valuing: the art of choosing between alternatives. Valuing skill is the ability to identify what is important to you. Your values help you determine what is worthwhile. They help you select the ways you spend your time. Values are the basis for your choices.

Practice: (a) Get in touch with your center.
(b) List what's important to you.
(c) Summarize how you spent your time yesterday.

Personal planning skills: the art of setting goals and making steady progress toward them. Planning prepares you to put your values into action. If you want to use your time to best advantage, you must know what you're trying to accomplish. Once you're clear about what you want, planning skills can help you design a program for getting it.

Practice: (a) Clarify lifetime goals.
(b) Daily plan your short term tasks.
(c) Divide larger goals into smaller units.

Commitment skills: the art of saying "yes" and investing yourself. Once you've clarified your values and established your plans, you're ready to act on them. Commitment is the risky skill of investing yourself in turning your values and goals into reality. Life without commitment is not terribly rewarding. If you don't invest yourself, you get little return.

Practice: (a) Take the risk. Get involved. Make a commitment.
(b) Volunteer to help.
(c) Build a sense of personal history

Time use skills: the art of spending your time effectively. Sloppy time management habits create stress by allowing your time to slip through your fingers before you accomplish what you desire. Time use skills help you reduce waste time, help you make use of the many 5-10 minute "junk periods" of the day, and enable you to do what you want in the time available.

Practice: (a) List your favorite time-use wasters.
(b) Divide your tasks into A's, B's, and C's.
(c) Pay attention to your daily energy rhythm.
(d) Complete a time log.

Pacing skills: the art of controlling your tempo. Quick spurts waste energy. Developing the skill of making steady, even progress can diminish the wear and tear of stress. Pacing skills are useful to those who find themselves under time pressures, who usually arrive late, and who often race to put out imaginary fires. Pacing skills include a whole repertoire of speeds for a variety of occasions.

Practice: (a) Test out the value of pacing.
(b) Learn to predict accurately the amount you can accomplish.
(c) Plan your pace ahead of time.
(d) Develop consistency in your daily activities.

STRATEGY #2: CHANGE THE SCENE

If you want to manage your stress by controlling your environment and changing the way you relate to the people around you, the following skills will be useful.

Contact skills: the art of making friends and seeking out supporting relationships. People need contact with each other. Contact energizes human beings just as electiricty energizes a wire. Touching others can increase your energy and bring you to life. Contact with others can relieve stress because it offers stimulation and support.

Practice: (a) Work on individual elements of contact.
-Follow up on free information.
-Disclose yourself.
-Varry the content.
-Attend to the non-verbal.
(b) Experiment with new behaviors.

Listening skills: the art of empathy--carefully tuning in to the feeling of others. Empathy includes both tuning in to the feelings of another and responding to those feelings in a way that allows the person to know that he/she has been heard. Empathy is probably the most important factor in the development of deep relationships. Trust grows when feelings are attended to and empathy is practiced. You can relieve stress by learning to develop long term, deep relationships in which you can be yourself and can exchange feelings of love.

Practice: (a) Practice listening to feelings
(b) Practice reading feelings through non-verbal expressions.
(c) Practice paraphrasing.
(d) Set up social situations that invite in-depth conversation.

Assertive skills: the art of saying "no" and choosing your involvement yourself. Assertive skills enable you to say "no" when you want to say "no." Assertiveness helps you clearly express your own preferences and decisions without in the process violating the rights of others. Assertiveness can help you feel more positive about yourself and less pressured by the expectations and requests of others.

Practice: (a) Repeat self-respecting phrases to yourself.
(b) Memorize assertive responses.
(c) Don't give reasons or make excuses.
(d) Practice using the limited "no."

Fight skills: the art of standing your ground and changing what's around you. A fair fight can relieve stress. Fighting can be a positive way to influence your environment, but it takes skill to do it in a manner that produces a constructive clearing of the air rather than a bitter aftertaste. You must know how and when to pick your fights if you want to get the most benefit from them.

Practice: (a) Choose your fights carefully.
(b) Fight according to fair fight rules.
-Set an appointment for the fight.
-Set a specific amount of time for completing it.
-State clearly the subject.
-Avoid the words "always" and "never."
-Don't hit below the belt.
-Don't wear your belt around your neck.
-Don't drive the other into a corner.
-Answer back only after you've paraphrased.
-Let the fight end when it needs to.

Flight skills: the art of retreat--leaving the scene and finding or creating another setting more conducive to your internal peace. Flight offers the quickest, sure-fire relief from stress. When pressure is weighing heavily, you may choose to escape by withdrawing. No one can hassle with stress incessantly. Periodic rest breaks are essential. Flight skills offer breathing space for the battleworn.

Practice:
(a) Escape physically.
(b) Develop the ability to fantasize.
(c) Use hobbies and other diversions.
(d) Wait 24 hours before finalizing any major decision.

Nest building skills: the art of turning your house into a home. Physical surroundings influence your level of tension. They can either help you unwind or add to your stress. Nest building skills enable you to create a living space that invites you to relax.

Practice:
(a) Throw out the clutter.
(b) Decorate for comfort not class.
(c) Test our radically different patterns for living in your home.

STRATEGY #3: CHANGE YOUR MIND

If you want to manage your stress by taking control of your attitude and changing your viewpoint, you can utilize the following skills.

Relabeling skills: the art of calling a spade a diamond in the rough and seeing the promise in every problem. You label every experience and, in the process, determine its meaning for you. Relabeling skill is a wonderful trump card. When no other method relieves a particular stress, simply try changing your attitude and calling the problem something other than a problem.

Practice:
(a) Select a more positive label for each stressor.
(b) Put whatever troubles you into a wider perspective.
(c) Practice being creative when you're forced to wait.
(d) Adopt the attitude of gratitude.
(d) Brainstorm creative labels with others.

Surrender skills: the art of saying "good-bye," letting go, and closing doors. To surrender is to "let go," and "let be." It is not to "give up." When you surrender, you accept the present and don't hassle yourself trying to change it. Surrender includes an acknowledgement that some forces in life are bigger than you. If you won't surrender, you will end up like a child in a candy store--sick from over-indulgence.

Practice:
(a) Focus on something you need to let go.
(b) Don't worry about problems ahead of time.
(c) Learn that life is unfinished.
(d) Openly akcnowledge your limitations to a friend.

Faith skills: the art of accepting the mysterious and the unknowable. Faith supplies the depth dimension to life and helps you deal with the stress that results when you confront the large and painful questions of your existence. By faith, the ultimate attitude, you affirm the truths that you choose to believe and act out in your life. Comfort with faith doesn't come easily, but a depth of security and peace is its reward.

Practice:
(a) Learn to love the eloquence of silence.
(b) Use tragedy to develop depth.
(c) Visualize your own death and come to terms with it.
(d) Ask your friends what they believe
(e) Make ritual and tradition an important part of your life.

Imagination skills: the art of creativity and laughter. Creativity and humor stem from a common base--the ability to visualize the incongruities of life. Creativity and humor are skills of imagination. Whenever you are faced with a situation that tempts you to complain, you can choose to play either "ain't it awful" or "ain't it funny." The latter will produce laughter--the most potent stimulant known.

Practice:
(a) Don't try to be funny, just notice life's inconsistencies.
(b) Practice imagination exercises.
(c) Change complaints into jokes.
(d) Draw a cartoon of your present problem.

Whisper skills: the art of talking to yourself and giving yourself positive messages. You talk to yourself all the time. You tell yourself both how you should behave and how you should feel about yourself. These messages correspond to your beliefs about yourself. They are speeches you whisper into your own ear. Develop the skill of whispering warm messages to yourself, and thereby set up the expectation that you are worthwhile.

Practice:
(a) List all the messages you send to yourself.
(b) Check out your belief system.
(c) Watch other people and see what they whisper to themselves.

STRATEGY #4: BUILD UP YOUR STRENGTH

If you want to manage your stress by building up your stamina so you can successfully withstand long term pressure, you can utilize the following skills.

Exercise: the art of strengthening and fine tuning your body. A healthful exercise program demands nearly maximum output of your heart and lungs (aerobic exercise) for at least twenty minutes three times a week. Almost any exercise that makes your heart work hard will suffice. When you exercise regularly, you'll look, feel, live, and think better and will be able to ward off negative effects of distress more effectively. Exercise is a "healthy high" to which you can become addicted.

Practice:
(a) Ask yourself whether you're willing to exercise every other day.
(b) Start very slowly and build gradually.
(c) Always spend five to ten minutes warming up before exercising.
(d) Systematically stretch each muscle every day.
(e) Exercise with friends.

Feeding skills: the art of feeding your body the building materials it needs. You are what you eat. Your body can't build with materials it doesn't have. If you want your body to be solid, you've got to furnish it with quality materials. Everything you eat or drink effects you. You'll need to be very selective in order to eat quality, healthy foods. Feeding skills will insure that stress will not attack you in any weakened condition, and that your body won't waste energy digesting the sludge you've eaten.

Practice:
(a) Improve your nutrition
- -Eat a balanced diet
- -Cut out sugar
- -Cut out white flour
- -Eat natural food
- -Eat pure food
- -Drink two quarts of water per day
- -Develop an eating style for life

(b) Read the ingredients list on package labels.
(c) Go to a local food co-op.
(d) Have a party throwing out junk food.
(e) Eat raw fruits and vegetables.
(f) Eat heavy in the morning and light in the evening.

Gentleness skills: the art of wearing kid gloves and treating yourself with care. The willingness to be gentle with yourself is a health-giving attitude that will reduce physical wear and tear. Adopting it conserves energy and lowers stress.

Practice:
(a) LIsten to the voice of your body.
(b) Develop hobbies that get you in touch with your gentleness.
(c) Enjoy yourself by playing.
(c) Attend to the means, not the ends.

Relaxation skills: the art of cruising in neutral and replenishing your reserves through deep breathing, meditation, and prayer. You can relax in a hundred different ways. Each method is somewhat different from the others, but each is based on the same principle; namely, that your mind and your body are connected. By using any relaxation method, you can learn to release tension, and thereby control your stress. Chronic tension must be combatted with regular relaxation.

Practice:
(a) Use any method of relaxation each day for one month.
(b) Systematically check your physical tension level.
(c) Clear your mind and prepare for sleep.
(d) Take "yawn and belly breathing breaks."

MANAGING CHANGE

How do people change?

Combination of factor produce readiness for change

A = Dissatisfaction with present situation.

+

B = Clear picture of the way you want it to be.

+

C = Knowledge of the first steps.

+

BIS = Belief in self and ability to change

=

C = Choice and committment to change

Know that situations can change. Remember if you believe you can - or if you believe you can't - You're right!

IDENTIFYING WHAT KEEPS YOU STUCK

I. SOME COMMON FEARS THAT KEEP PEOPLE STUCK

- Fear of change
- Fear of adverse impact on present relationships
- Fear of failure
- Fear of making a "wrong" choice
- Fear of rejection
- Fear of not having enough confidence
- Fear that it really isn't any better anywhere else (The "grass may not be greener" syndrome)
- Fear of making a fool of oneself
- Fear of loosing security

II. EXTERNAL FACTORS WHICH MAY LIMIT POSSIBILITIES FOR CHANGE

- Financial obligations
- Family obligations (Could family members share financial obligations more evenly--if not now, at some future date?)
- Stereotyping (of self by others and of oneself)

III. COPING WITH FEARS AND LIMITATIONS

1. Take one step at a time

   Minimize risk by trying small bits of what you want. Sample rather than make a complete change (Reality Test)

2. Minimize risk by knowing yourself very well

3. Realize fears are normal and that everyone going through change experiences fear. Fear is what any sensitive person feels in the face of change. (Consider joining a support group with others who are experiencing change.) It is okay to be nervous! Don't beat on yourself because you are. That will just increase your anxiety.

4. Visualize yourself coping successfully with the next step at hand. (If you can picture very clearly yourself doing it, chances are you can do it.)

5. Restructure messages to yourself. It isn't so much what your circumstances are. It's how you choose to regard them. Learn to interpret events from a more positive standpoint--look for potential rather than dwelling on negatives.

6. Refute self-limiting statements such as "I'm too old to change." (It's amazing how many people in their 20's use this one!) Creative, alive people continue to change and grow throughout the lifespan.

7. Realize you many many options, many positive choices--even if circumstances don't seem very good. Gradual progress (step by step) can lead to long-term goals.

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8. Examine all options. Enlist the help of others in identifying them. Then study them.

9. Realize change takes time. It isn't a question of a giant leap. It's a matter of an evolving lifestyle. You can encourage this evolution to be in a positive direction by the actions and choices you make every day. Some long range changes you hope to make may take years to realize, but what can you do to begin the first step today?

10. Realize that a person can cope with only so much change at any one time since change (even for the better) produces stress. Try to minimize the amount of change you have to handle at one time.

11. Allow any new activity some time to develop. New activities are usually not much fun until you develop a sense of ease--this takes time! Don't quit in the beginning; give it a fair chance.

12. Look at your daily behaviors in terms of how they relate to your values and long term goals.

13. Realize that persistence is more important than confidence! Confidence is a result. It develops only after the risk has been taken and you have had a few successes.

14. Be sure not to set up impossible tasks for yourself and then blame yourself for failing. (This is very common!) Remember: easy does it. One small step at a time.

15. Recognize that too much safety and security is usually boring. Stimulation and excitement is accompanied by some degree of anxiety.

16. Avoid the temptation to compare yourself with others who are already established. You can't possibly measure up to these high standards--yet! You're not that far along. Use step-by-step small standards as a measure of your growth. Competition with yourself is more productive than trying to compete with others. You're unique. Don't sell yourself short?

17. Learn to expect some set-backs. Any new situation is more difficult than an old, unchallenging one.

18. Strokes from others may be least likely to occur as you begin a new activity, but this is when support is needed most. Actively cultivate support (eg. from friends, sympathetic colleagues, a counseling group, individual therapy, etc.).

19. Weigh the risks. What do you have to gain or lose? Weigh the future gains (possibilities) in relationship to present security.

20. Learn to find where your inner source of security comes from. External sources of recognition and security can be fickle.

21. Realize that confronting a challenge may give you a lot of self-respect--even if you do not succeed. "I could have done it if I had just tried" may not be much consolation ten years from now. Ask yourself if you regret missed opportunities or "failures" most.

IV. SOME KEY QUESTIONS TO ASK YOURSELF

1. What are you doing when time goes by most quickly?

2. What would you do if money were no object? Why?

3. How would you feel five years from now if you were in exactly the same situation that you are now in? What is the one thing you would most like to be different five years from now?

4. What kind of people bring out the best in you?

5. On a day-to-day basis, how can you begin to get more pleasant activities in your life? More stimulating people in your life?

6. What are the characteristics of a depressed and unfulfilling life? Of a fulfilling and exciting life?

7. How can you make <u>your</u> life more fulfilling and exciting?

8. What is really possible (expectations)? How high a price are you willing to pay for what you want most? How do your expectations influence your personal outcomes? (Self-fulfilling Prophecy?)

A final note: Boredom and unhappiness are <u>not</u> just the way life is. Actively going after what you want may not lead to a "perfect" life, but it can lead to real moments of joy. That's a lot!

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Learning Disabilities Curriculum

Learning Disabilities Curriculum Content

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Introduction and Overview of Special Delivery Systems

ABE Curriculum

We are finding an increasing number of adults enrolled in ABE and GED programs who may be identified as having a learning disability in a particular learning area. To address the needs of this population, the special delivery systems curriculum has been developed for use by teachers and private tutors. Students may use all curriculum areas or specific parts. The program was designed to allow the teacher and student to identify areas of need and break the failure cycle that may have been in force since these students were in elementary school.

In this individualized approach a student is not graded per se as compared to other students, only in relation to his/her own needs and abilities. The student only needs to complete parts of the curriculum that are chosen as objectives for his/her individualized program.

The first step involved was choosing materials on which to base the curriculum. On advice of the director of the project, the curriculum has been based on Contemporary's ABE/Pre-GED Skills program. This will provide a basis for the student to advance to the GED course of study in preparation for the GED exam. If the student's goal is not to take the GED exam, this series of instructional texts still provides basic information and skills needed to complete an ABE program. Supplemental materials are also suggested and should be added to at the instructor's discretion.

The curriculum includes the following subject areas:

math
reading
language/arts
writing
study skills

Throughout the curriculum many methods are suggested repeatedly. These methods may or may not help a particular student. The instructor needs flexibility in the program to see which methods are beneficial for each student. Methods such as sight word lists are used in all subject areas. The idea behind this is to have the students learn key words before studying the material so that they will concentrate on the information being taught rather than concentrating on deciphering unfamiliar words.

Another component used is having students recognize their use of many of these skills in their every day lives. Now we are putting a label on these skills and showing the students how these skills make life easier. Examples of these are deciphering advertisements, figuring out discounts or sale prices of items, and making lists for use either in every day living or for work.

Textbook modifications should be used at the teacher's discretion. These include: getting various reading materials on tape, isolating reading selections by printing them on their own page to avoid distraction, and reading selections aloud for the auditory learner.

Small group or individual instruction is generally necessary for each student. This also decreases the chance of distraction. Students may need to read all selections aloud. A sound proof cubicle or small room may be necessary for this type of student.

The curriculum component of special delivery systems will encourage the student to ask and answer questions without the fear of failure which may have plagued the student throughout his or her life. Instructors should be encouraged to probe students for the correct response by asking for more information or stating a response in a different way until the response is correct. Giving the student a correct response is also a part of the learning experience. An "open book" type of exam is encouraged for adult students who may have overwhelming job and family obligations. The exam may be used as a form of studying the material. Learning the material should be the student's and teacher's goal no matter what methods are used to achieve this end.

The curriculum should be viewed as open ended in the sense that any part of it may be added, deleted or modified for an individual student. There are numerous materials that may be used to supplement the basic texts listed in the resource list. The language/arts component has no supplemental texts listed. This is not an omission. Due to the nature of the material there are so many materials that can be used that this is left up to the instructor. Materials chosen should be chosen in relation to the student's abilities and progress in the program. Job related manuals or instruction booklets maybe added as well. This will make the curriculum relevant to the student's needs and also show how basic skills can be used in "real life" situations.

Finally, it should be noted that learning disabilities can be varied as each individual affected. Learning disabilities cover

a wide range from mild to severe, with IQ's ranging from above average to below average. Learning Disabilities Consultants Director, Dr. Richard Cooper, suggests we view these learning problems on a continuum. Dr. Cooper's research suggests that 60% of illiterates possess a learning disability. LD's may be as prevalant as occurring in 20% of the population.

"Special Delivery Systems" may help in ending the failure cycle for these adult learners, helping them to be better employees and consumers and most importantly, feel good about themselves and achieve their educational goals.

Lori Capellari, Learning
Disability Consultant

Math Curriculum

RESOURCES FOR MATH CURRICULUM

Robert Mitchell. Contemporary's PreGED Mathematics and Problem Solving Skills Book 1. Chicago, Illinois: Contemporary Books, Inc., 1987.

Robert Mitchell. Contemporary's PreGED Mathematics and Problem Solving Skills Book 2. Chicago, Illinois: Contemporary Books, Inc., 1987.

Jerry Howett. Basic Skills With Fractions - A Step-by-Step Approach. Cambridge Book Company, 1980.

Mary S. Charuhas, et al. Essential Mathematics for Life, Percents, Graphs and Measurement. Glenview, Illinois: Scott, Foresman and Co., Lifelong Learning Division, 1985.

Robert Mitchell and Donald Prickel. Contemporary's Number Power 5 - The Real World of Math. Chicago, Illinois: Contemporary Books, Inc., 1983.

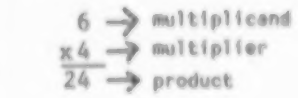
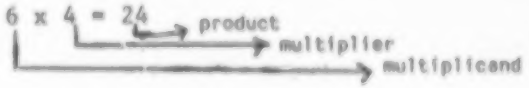
Kenneth Tamarkin. Contemporary's Number Power 6. Chicago, ILlinois: Contemporary Books, Inc., 1983.

Jerry Howett. Math Master 1. Englewood Cliffs, New Jersey: Cambridge Adult Ed, Prentice Hall Regents, 1989.

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math

Skill Pretest/Addition, Subtraction, Multiplication

Skill	Assessment	Materials	Teaching Strategy and Techniques
Complete pretest to determine individual enrollment plan objectives	Overview of skills 90% accuracy	Contemporary's - PreGED Math - Book 1 pg. 4-5 pg. 6	-concentrate on areas shown as deficient on pretest
addition subtraction	Overview of skills 100% accuracy	pg. 4 - #1-16	-if not 100% accuracy may be referred to another ABE program as decided by instructor and supervisor
multiplication	Teacher made quiz	Contemporary's - Book 1 pg. 72-73	-reinforce concept of multiplication as repeated addition word list - for vocabulary and sight words product multiplicand time multiplier multiplied by
Parts of a multiplication problem	Student will identify parts of multiplication problem	Contemporary's Book 1 pg. 72 Math Master 1 - Chapter 3	-show problem with parts labeled  

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SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Multiplication

Skill	Assessment	Materials	Teaching Strategy and Techniques
"x" times sign	Student will identify "x" as the times sign	Contemporary's Book 1- pg. 72	-show x as part of a multiplication problem that shows what operation is to be performed
Changing order of numbers being multiplied does not change the product	Student will complete problems with the same numbers in different order and have the same results 100% of the time	Contemporary's Book 1- pg. 73	-write out problem in words -put problems on audio tape -illustrate problem $\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$ is the same as $\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$
Any number times 1 is the same number	Student will multiply numbers times 1 and answer will be the same number 100% of the time	Contemporary's Book 1- pg. 73 - bottom	-show with concrete objects how a number x 1 is always that number -concept is like a "sight" word or concept — it is always true -show: 28 x 1 = 28 3 x 1 = 3 5 x 1 = 1 1 x 6 = 6 (etc.)
Any number times 0 is 0	Student will multiply numbers time 0 and answer will be the same number 100% of the time	Contemporary's Book 1- pg. 73 - bottom	-show with concrete objects: Ex. pencil "0" times = 0 -"sight concept" → always true

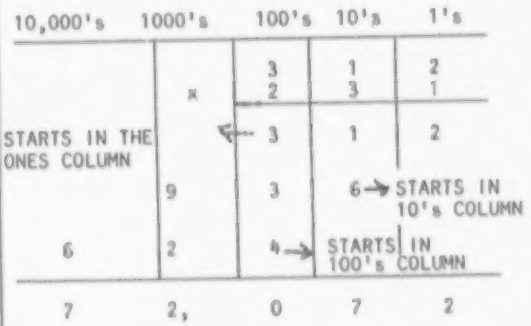
SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Multiplication

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplication	Student will complete a timed test of multiplication facts with 90% accuracy (top of page 75)	Contemporary's Book 1- pg. 74-75 Math Master - Book 1, pg. 58-60 Basic Skills With Math - A General Review - pg. 27, 28, 29	-reproduce and laminate multiplication fact table to use as a reference -use blank table, have students fill in to see progression of multiplication -correct answers from table will help student memorize facts rather than getting them wrong and reaching frustration
	Student will complete timed test of multiplication facts in 2 minutes with 50 facts at 90% accuracy		-weekly time tests with smaller amounts of time to complete
	Student will complete timed test of multiplication facts in 1 minute with 50 facts at 90% accuracy	Math Master - Book 1, pg. 59	-multiplication fact table used as a reference and eventually used less and less

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Multi-digit Multiplication

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplying by 3 digits .	Student will use partial products to complete a multi-digit problem	Contemporary's Book 1 - pg. 78 Math Master Book 1 - pg. 65-67	-paper with columns for practice Example: 
3 digit multiplication	Student will show how partial products are placed in a multi-digit multiplication problem to solve the problem	Contemporary's - Book 1, Skillbuilders pg. 78 Basic Skills With Math - pg. 32-35	
Zeros in multi-digit multiplication	Student will place '0' in the correct part of the answer of a multi-digit problem	Contemporary's - Book 1, pg. 79	-shortcut: when multiplying by 0 write a 0 directly beneath the 0 in the problem -start new partial product in the next space to the left Example: Long Way 212 30 000 636 6360 Shortcut 212 30 6360 -use columns labeled 1's, 10's, etc. to show how 0 will hold place

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Assessment Skill Malti-digit Multiplication

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplication by 10, 100, 1000	Student will multiply any number by 10,100 or 1000 by adding 0,00, or 000 to number	Contemporary's Book 1- pg. 80 Basic Skills With Math - pg. 36	-multiply by 10 - add 0 to the right of number -multiply by 100 - add 00 to the right of number -multiply by 1000 - add 000 to the right of number -multiply problem the long way: show how this works: Example: 463 × 100 = 46,300 463 × 100 = 000 + 000 + 463 = 46,300
Multiply dollars and cents	Student will multiply money amounts and show the answer in the correct form	Contemporary's Book 1 pg. 81	-multiply as if decimal point isn't there -then place decimal point and dollar ($) sign in the answer -cents go in the first two places to the right of the decimal point $ ¢

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math

Skill Multiplication Word Problems

Skill	Assessment	Materials	Teaching Strategy and Techniques
Word Problems with Multiplication	Student will identify key words in a problem to show what math operation is to be used	Contemporary's Book 1 pg. 82 Number Power 6 - Chapter 5, pg. 52 - Chapter 7 pg. 57 - key word list Contemporary's Book 1- pg. 83 Number Power 6 - pg. 52-63 Contemporary's - Book 1, pg. 83 - #1, 3, 4, 7 Math Master 1 - pg. 71-73 Basic Skills With Math - pg. 37-38	-5 step approach to problem solving Contemporary's Book 2, pg. 2 -key word list altogether, in all, of, multiply, product, times, total, twice, whole -key words may or may not be in problem -use key words in all problems for practice -separate sheets of paper to allow enough room to figure problem -tape word problems for students with visual problem

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math

Skill Multiplication and Carrying

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplication and Carrying	Student will complete multiplication problems that involve carrying	Contemporary's Book 1 pg. 84 Basic Skills With Math - pg. 35 Contemporary's - Book 1 pg. 84, Skill builders	-place carried digit at the top of the next column to the left -multiply digits before adding number carried -problems with digits left blank to be filled in by students Example: 126 x 3 = 378 ; $\overset{2}{7}29 \times 3 = 2187$
	Student will complete practice exercises in multiplication with carrying with 80% accuracy	Contemporary's - Book 1- pg. 84-91	-columns of 1's, 10's, 100's may be used to help with placement of carried digits -relate to carrying in addition same procedure multiply first then add carried number -use multiplication fact table

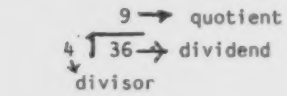
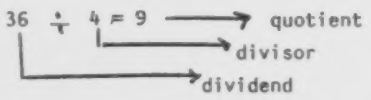
SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Approximation - post test

Skill	Assessment	Materials	Teaching Strategy and Techniques
Rounding off numbers	Student will approximate answers to see if the answer looks close enough to justify the operation used	Contemporary's Book 1 pg. 92 pg. 94	-round off for easier problem solving -answer will be 'about right'
Approximating with word problems	Student will use approximation to solve word problems	pg. 96-97	-substitute a "round number" then solve, if the solution looks 'about right' go back and use actual numbers in problem and solve -easier to compute round numbers
Post test in Multiplication	Student will complete multiplication post test with 90% accuracy	pg. 98-99	-if there are any weak areas go back and review those sections

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Division

Skill	Assessment	Materials	Teaching Strategy and Techniques
Symbols and parts of a division problem	Student will label a division problem and show the symbols for division	Contemporary's - Book 1 - pg. 100 Math Master 1 - pg. 88-89 Basic Skills With Math - pg. 39	-show parts of problem   -symbols ÷ ⟌ both mean divide -concrete examples
Changing order changes value of answer	Student will show how changing order of numbers does change the value of the answer	Contemporary's - Book 1 - pg. 100	-this is always so 'sight concept'
Dividing into zero	The student will show the quotient of any number divided into 0 is 0	Contemporary's - Book I, pg. 100	- 'sight concept'

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Division

Skill	Assessment	Materials	Teaching Strategy and Techniques
Division indicators	Student will write phrases to show how to write problems and to show the elements of problems	Contemporary's - Book 1 - pg. 101	-word phrases "divided into" "divided by" "quotient" -identify: divisor dividend quotient will help student to see what division does
Basic Division Facts	Student will complete a timed test of division facts with 90% accuracy	Contemporary's - Book 1 - pg. 102	-use multiplication table to show how division 'undoes' multiplication -check division by multiplying -concrete objects to show multiplying and dividing them
Dividing by 1 digit	Students will divide 1 number at a time from left right	Contemporary's - Book 1 - pg. 104-107	-check by multiplying -multiplication/division fact table -leave plenty of room on paper for checking work -encourage checking to hand in correct work

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Division

Skill	Assessment	Materials	Teaching Strategy and Techniques
Remainders in Division	Students will show that a remainder is a number that if left over after completing division	Contemporary's - Book 1 - Skill Builder pg. 108 Math Master 1 - pg. 93	-to check division; multiply and then add on remainder -leave room on sheet for checking
Long Division	Students will use long division when there is a remainder before they have finished dividing all of the digits	Basic Skills With Math - pg. 42-43 Contemporary's - Book 1, pg. 110 (shows steps for long division) Basic Skills With Math - pg. 44-46	Example: Divide: $4\overline{)92}$ Step 1: $\begin{array}{r}2\\4\overline{)92}\end{array}$ Step 2: $\begin{array}{r}2\\4\overline{)92}\\8\end{array}$ Step 3: $\begin{array}{r}2\\4\overline{)92}\\-8\\\hline 1\end{array}$ Step 4: $\begin{array}{r}2\\4\overline{)92}\\-8\\\hline 12\end{array}$ -then repeat process for next digit -check by multiplying then add on any remainders
Dividing dollars and cents	Students will divide numbers that stand for dollars and cents	Contemporary's - Book 1 - pg. 112	-proceed with problem as if decimal point isn't there -then place decimal point and dollar sign ($) in answer -use play money to show answers then do in long division
Word problems with Division	Students will use division to solve word problems requiring this operation	Contemporary's - Book 1 - pg. 113 Contemporary's Book 2 - pg. 2 Number Power 6 - Chapter 5	-key words: average, cut, divide (d), each, equal pieces, every, one, share (d), single, split -five step approach to problem solving -leave room for figuring -tape word problems

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Division

Skill	Assessment	Materials	Teaching Strategy and Techniques
Long Division	The student will complete various exercises to demonstrate an understanding of long division	Contemporary's - Book I, pg. 116-122 Basic Skills With Math - pg. 47	-choose exercises as necessary to review concepts taught and any areas the student is unsure of -stress checking division by multiplication to avoid arithmetic mistakes -allow use of multiplication fact table to minimize arithmetic mistakes (except in testing or GED practice testing situations)
Dividing numbers in a row	The student will change problems written in a row to the division bracket form	Contemporary's - Book 1 - pg. 123-124	-First number or numbers to the left of $\div$ goes inside bracket $773 \div 24$ or $24\overline{)773}$ -leave plenty of space for figuring

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Division

Skill	Assessment	Materials	Teaching Strategy and Techniques

Choosing multiplication or division	Student will write a solution sentence from a word problem to show which operation is to be performed
	
	Student will change solution sentence to numbers and then compute the problem
		Contemporary's - Book 1 - pg. 125 - read
		
		Basic Skills With Math - pg. 48-49
		
		Math Master 1 - pg. 101-103
		Number Power 6 - pg. 58-63
		Number Power 6 - pg. 57 - key word list
			-use key words to find operations
			-then change to a solution sentence which uses words to restate the problem
			-replace words with numbers
			-compute - using fact table if necessary
			-<u>multiplication</u>
			  <u>given</u> parts of a total
			  multiply parts to find total
			-<u>division</u>
			  <u>given</u> total and 1 part
			  divide total by given part to determine unknown part

Review of Problem Solving	Student will complete division problems using skills learned	Contemporary's - Book 1, pg. 126-131	-stress checking answers -approximate if unsure of operation -use table of multiplication facts to help in computing -verbally give problems -tape review
Review of Division skills	The student will complete review of division skills with 100% accuracy	Contemporary's - Book 1, pg. 132-133	

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

ject Area Math Skill Multi-Step Word Problems

Skill	Assessment	Materials	Teaching Strategy and Techniques
lti-Step Word Problems	The student will complete word problems involving more than 1 step or more than 1 operation to compute	Contemporary's - Book 1 - pg. 134 Number Power 6 - pg. 112-129 Contemporary's - Book 1 - pg. 135-139 Master - pg. 104 Basic Skills With Math - pg. 48-49 Number Power 6 - pg. 72-73	-write a solution sentence -compute and find missing information -use operation(s) indicated -change words to numbers -break down into 1 step parts -each step uses 1 operation -record word problems on tape -read problems to students individually -leave sufficient space for figuring -allow students to work in teams for practice

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Measurement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Units of Length - English and Metric	Student will become familiar with the terms used to measure units of length and their abbreviations and their relationship to one another	Contemporary's - Book 1 - pg. 140 Essential Mathematics for Life: Percents, Graphs, and Measurements - pg. 106, 119	Word List for Vocabulary and Sight Words: inch millimeter foot centimeter yard meter mile kilometer -English and metric rulers used to measure common objects and compare the 2 systems of measurement
Units of Weight - English and Metric	Student will become familiar with the terms used to measure units of weight and their abbreviations and their relationship to one another	Contemporary's - Book 1, pg. 140 Essential Mathematics for LIfe: Percents, Graphs, and Measurements - pg. 106, 119	Word List: ounce milligram metric ton pound gram ton kilogram -English and metric cooking utensils and food packages used to compare sizes
Units of Liquid Measure - English and Metric	Student will become familiar with liquid units of measurement and their abbreviations in both English and metric systems	Contemporary's - Book 1, pg. 141	Word List: ounce milliliter pint liter quart kiloliter gallon -use drink containers to compare sizes and amounts

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SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

ubject Area Math Skill Measurement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Units of Time	Student will become familiar with the units used to measure time and the abbreviations for each unit	Contemporary's - Book 1, pg. 141 Essential Mathematics for Life: Percents, Graphs, and Measurements	Word List - Sight and Vocabulary: second day minute week hour year -clock, calendar used to see units of time and how they are related
Smaller units make up larger units	Student will find the number of smaller units in a larger unit	Contemporary's - Book 1, pg. 142	-write down relationships that connect the units you are interested in -concrete objects such as rulers, measuring cups, spoons, scales used to combine smaller units to equal larger units
Changing from one unit to another	Student will convert units of measurement from one to another	Contemporary's - Book 1, pg. 143	-conversion factors - used to change from one unit to another -larger to smaller — multiply -smaller to larger — divide

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Measurement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Simplifying mixed units	Student will identify a mixed unit of measurement and simplify it into one unit	Contemporary's - Book 1 - pg. 145	-when possible change smaller units to larger units -use a ruler to see how ¼, ½ inches, etc. make up feet, etc.
Adding measurement units	Student will add units of measurement and then simplify the sum	Contemporary's - Book 1 - pg. 146-147	-add each column separately -simplify the sum -stress doing problem in steps to avoid confusion between arithmetic operation and simplifying sum
Subtracting measurement units	Student will subtract units of measurement and then simplify the sum	Contemporary's - Book 1 - pg. 148-149	-borrow whole unit from larger unit -add this to smaller unit -subtract each column separately

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Measurement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplying measurement units	Student will multiply units of measurement and then simplify the product	Contemporary's - Book 1 - pg. 150-151 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 102-126	-multiply each column -simplify the product
Dividing measurement units	Student will divide units of measurement	Contemporary's - Book 1, pg. 152-153	-divide the first column -change any remainder into the next smallest unit in the problem -add remainder to the smaller units already present -add the numbers in the second column, divide this sum
Finding the Perimeter	Student will define perimeter and show how to find perimeter by adding the lengths of sides	Contemporary's - Book 1, pg. 154-155	Word list for vocabulary and sight words: perimeter square rectangle triangle -use concrete objects to measure sides -real life examples of when you need to find perimeter: pictures remodeling -draw shapes and label sides before computing

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Measurement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Finding Area	Student will find the area of a shape by measuring surface and multiplying length x width	Contemporary's - Book 1, pg. 156	Word List: area unit — square yard square foot — square centimeter square inch — square meter -use abbreviations where possible
	Student will label diagrams to find area	Contemporary's - Book 1, pg. 157	-all problems should be drawn out for better visualization -real life examples: construction, decorating
Finding Volume	Student will define volume as a measure of space taken up by a solid object	Contemporary's - Book 1, pg. 158	Word List: vocabulary and sight volume unit — cubic inch faces — cubic centimeter cubic yard — cubic meter cubic foot
	Student will compute volume by multiplying length x width x height		-use abbreviations where possible -diagram all problems

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Finding an Average

Skill	Assessment	Materials	Teaching Strategy and Techniques
Finding an Average	Student will find the average of a group of numbers by adding the group together and dividing by the number of items in the group	Contemporary's - Book 1, pg. 160-161 Math Master 1 - pg. 175	-stress using operations you already know: addition division -usually close to the middle value in a group -not usually one of the numbers in a group -leave space on worksheets for figuring -tape or read aloud word problems -use newspapers, magazines to find prices and averages

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SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Squares, Cubes, Square Roots

Skill	Assessment	Materials	Teaching Strategy and Techniques
Identifying Squares	Student will identify the square of a number as a number multiplied by itself	Contemporary's - Book 1, pg. 162	Word List for pgs. 162-164: square base exponent value cube square root perfect square
Finding cube of a number	Student will identify the cube of a number as a number multiplied by itself twice	Contemporary's - Book 1, pg. 163, Chart to be completed	
Identifying square roots and perfect squares	Student will find the square root of a number by asking what number times itself equals this number		-perfect squares have whole number square roots -study table of perfect squares on pg. 164 - laminate and copy to use in solving problems - $\sqrt{}$ symbol for square root

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Posttest - Contemporary's Book 1 / Pretest - Contemporary's Book 2

Skill	Assessment	Materials	Teaching Strategy and Techniques
Posttest	Student will complete posttest with 90% accuracy	Contemporary's - Book 1, pg. 165-168	-use chart on pg. 168 to find areas that need review
Pre/Posttest	Student will complete pretest for Book II with 90% accuracy	Contemporary's - Book 2, pg. 178-182	-read post/pretests if necessary for understanding
Areas for Study	Student will complete sections of Book II that are shown as weak areas as a result of pretest	Contemporary's - Book 2, pg. 183	-write individual objectives and revised goals as based on evaluation chart of pretest

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Problem Solving

Skill	Assessment	Materials	Teaching Strategy and Techniques
Problem Solving	Student will use 5 step approach to solve problems	Contemporary's - Book 2, pg. 2 Number Power 6, pg. 1-4, 44 Math Master 1 - pg. 48, 71, 101, 134, 152, 171	-5 step approach to be copied and laminated for students use when needed -breakdown each step for maximum understanding -discuss, read aloud or record on tape for maximum understanding -have students make up a problem relevant to their every day life and use the 5 step approach to solve it -reward question if necessary -turn word problem into number problem to help with grasping problem -pull out pertinent information necessary to solve problem -reprint word problem - 1 or 2 on each page -leave plenty of room for figuring -record problems for auditory learners

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Problem Solving

Skill	Assessment	Materials	Teaching Strategy and Techniques
Problem Solving	Student will find the key word in a word problem to choose the correct operation to be performed	Contemporary's - Book 2, pg. 8-9, 9-15 Number Power 6 - pg. 3, 7, 17, 13, 22, 52, 57, 55 - key word list	Word List: vocabulary and sight words altogether, difference, to average, farther, fewer each, closer, more total, how many, how much and, than, sum -find key word that tells operation (may or may not be in all problems) -change words to pictures -talk through problem as you draw a diagram of it -decide if you need a larger or smaller number — find the phrase that tells you this -solution sentence - use words to write information you have equals information you need -check all answers to turn in work that is correct -does answer make sense? -use approximation -is arithmetic correct -checking will boost self esteem to turn in work that is correct

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Problem Solving

Skill	Assessment	Materials	Teaching Strategy and Techniques
One step word problems	Student will use 1 operation to solve one step word problems	Contemporary's - Book 2, pg. 16	Guidelines to choose correct operation: -if one operation involved then this should solve problem -solution sentence or diagram to visualize problem

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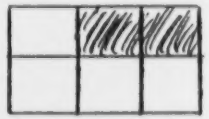
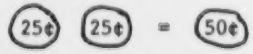
SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Problem Solving

Skill	Assessment	Materials	Teaching Strategy and Techniques
Two or more step word problems	Student will use 2 or more operations to solve a math step word problem	Contemporary's - Book 2, pg. 19-21, 16 Number Power 6 - pg. 112-129	-each step is represented by an arithmetic operation -refer to p. 16 phrase list to help match phrases with operation they suggest -laminate and copy to use when solving word problems
Arithmetic expressions	Student will turn word problems into arithmetic expressions and complete	Contemporary's - Book 2, pg. 22-25 Number Power 6 - pg. 27, 47	-explain that we're just turning word sentences into number sentences -always start at the left to compute -use brackets to isolate different operations 5 + 4 x 2 = ____ First Step: 5 + 4 = 9 Second Step: 9 x 2 = 18 -use 2 numbers at a time -make up own word problem and change to number sentence to see sequence of operations -put problems on individual cards to minimize distraction

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Computation Skills Pretest	Student will complete computation overview of skills with 90% accuracy	Contemporary's - Book 2, pg. 26-28	-choose only those areas that need review - use evaluation chart to choose deficient areas
Numbers smaller than 1	Student will demonstrate understanding of numbers smaller than 1 by completing exercises as assigned in class using percents, decimals and fractions	Contemporary's - Book 2, pg. 30-33 Math Master 1 - pg. 117-160 Basic Skills With Math - pg. 55-101	-show in diagram form parts of a whole -use money to show parts of a whole -concrete objects Ex:  shaded area is 2/6 or 1/3  -newspaper, magazine ads that use %, decimals, fractions -go to stores; find what various merchandise would cost at 1/4, 1/3, or 1/2 off -record operations on tape -tenths, hundreths, thousandths may be hard to hear; reinforce visually, factually -use a sight words -flash cards with individual problems -tape problems

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Multiplying and dividing by 10, 100, 1000	Student will multiply and divide by 10, 100, 1000 by moving the decimal point to the appropriate place	Contemporary's - Book 2, pg. 51-63	-divide -move decimal point to the left -multiply -move decimal point to the right -change decimals to another form if one is easier than another
Decimal Skills Review	Student will complete decimal skills review with 90% accuracy to proceed in program	Contemporary's - Book 2, pg. 64-65 Essential Mathematics for Life: Percents, Graphs, and Measurement pg. 2-4; Basic Skills With Math- pg.8, 55-80	-review any deficient areas before continuing
Fractions	Students will demonstrate an understanding of fractions as part of a whole	Contemporary's - Book 2, pg. 66-68 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 5-10	numerator / denominator - up / down how many total parts whole is divided into D for DOWN and DENOMINATOR -compare to see how fractions are alike or can be made to be alike Ex. 3/4 + 7/8 could be 6/8 + 7/8 -individualize as necessary by: Word Lists- diagrams, number sentences, shortcuts, flashcards, work sheets, real life materials, cook books, newspapers, manuals

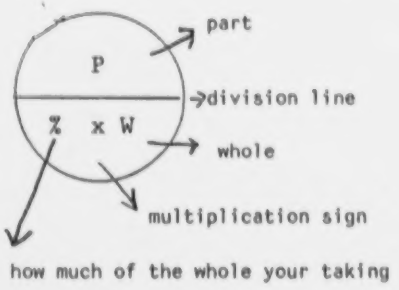
SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Substitution	Student will use substitution to help figure out how to solve a word problem and then go back and put the original numbers back in and complete	Contemporary's - Book 2 - pg. 88-89 Basic Skills With Math - pg. 15-22 Number Power 6 - pg. 92-96, 106-111	-substitute whole numbers for fractions -make number sentences -replace original fractions -compute -helps simplify problem -change whole numbers to fractions in a word problem that uses both Ex. 3/4 of 12 miles = $3/4 \times \frac{12}{1}$ -change fractions to decimals in a problem that uses both -numbers need to be in the same form before computation $1\frac{1}{2} = \frac{3}{2}$ convert before computing
Fractions Skills Review	Student will complete fraction skills review with 90% accuracy	Contemporary's - Book 2, pg. 112-113 Basic Skills With Fractions - pg. 7-90 Choose review as needed	-basis of English measuring system -review any areas deficient in skills review before continuing

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Percent	Student will define percent as a whole that is divided into 100 equal parts	Contemporary's - Book 2, pg. 114 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 15, Lesson 10, pg. 17, Lesson 11 Number Power 6 - Ch. 9 Percent Word Problems	-diagram as with fractional parts -compare to decimals fractions: already familiar with these concepts -percent → value of a 2 place decimal -percent → some value as a fraction with a denominator of 100 -used in stores, taxes, finance charges and rates of increase and decrease -always change a percent to a decimal or a fraction before doing any computations
Using the Percent Circle	Student will make and label the percent circle for use in computation	Contemporary's - Book 2, pg. 115 Basic Skills With Math - pg. 132-155 Contemporary's - Book 2, pg. 124-125	-diagram problems  Copy and laminate for students to use while doing computation -include on all worksheets

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SPECIAL DELIVERY SYSTEMS
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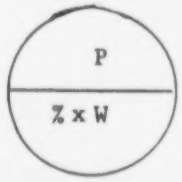
Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Using the Percent Circle	Student will demonstrate the use of the "percent circle" in various exercises	Contemporary's - Book 2, pg. 125-141 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 13-37 as needed	 -using the percent circle you can find: <u>part</u> of a whole 1- place finger over the P (the part you are trying to find) 2 - Read the uncovered symbols % x W so P = % What <u>percent</u> a part is of a whole 1- place finger over % (the number you are trying to find) 2- read uncovered symbols $\frac{P}{W}$ so % = $\frac{P}{W}$ a <u>whole</u> when a part is given 1- place finger over the W (the number you are trying to find) 2- read uncovered symbols $\frac{P}{\%}$ so W = $\frac{P}{\%}$

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Approximation	Student will use approximation when solving word problems	Contemporary's - Book 2, pg. 145-148	-may or may not be approximate for all students -many LD adults need to be exact; so this area should be optional and not included in all individual's programs -may help decide which operation is correct -still need to check accuracy of answer

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Measurement	The student will demonstrate understanding of measurement with an English ruler by completing various exercises	Contemporary's - Book 2, pg. 149-150 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 106	-measure things in student's environment -always read a ruler left to right -show how fractions are part of a whole on a ruler -adults have used measurement throughout their lives - relate this to fractional parts of a whole
	The student will demonstrate understanding of measurement with a metric ruler by completing various exercises	Contemporary's - Book 2, pg. 151-152 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 120	-metric ruler uses no fractional parts; each unit has its own name -each centimeter is divided into 10 millimeters so 40m 9m is 4.9cm 7.5cm = 7cm 5m
Simple Interest (optional)	The student will compute simple interest by using the simple interest formula Interest = Principal x Rate x Time I = PRT	Contemporary's - Book 2, pg. 153-158	-use newspapers to show interest in every day life -banking documents for loans -show how interest added on can change principal -may be part of a consumerism unit

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Computation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Data Analysis	Student will study numerical data to reach certain conclusions	Contemporary's - Book 2, pg. 159-171 Essential Mathematics for Life: Percents, Graphs, and Measurement - pg. 87-96 Number Power 5 - pg. 1-58, 67-86	Word List - vocabulary and sight words numerical data, ratio data analysis, table mean, graph median, circle graph bar graph, line graph -show use in real life situations from newspapers and business to figuring out if you have enough money to buy lunch -tables and graphs: from newspapers, magazines -graph things relevant to class such as favorite foods, number of children, etc.
Probability	The student will define the mathematical study of chance as probability	Contemporary's - Book 2, pg. 172-177	Word List- vocabulary and sight words probability, chance multiple chances, outcome dependent probabilities

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Math Skill Post test

Skill	Assessment	Materials	Teaching Strategy and Techniques
Posttest	Student will complete posttest for Contemporary's Mathematics and Problem Solving Skills - Book II with 90% accuracy	Contemporary's - Book 2, pg. 178-182	-read test to student -record on tape -reprint with 1 or 2 problems on each page to leave room for figuring
Evaluation		Contemporary's - Book 2, pg. 183	-evaluate post test results -errors on post test may be given as review work

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Reading Curriculum

RESOURCES FOR READING CURRICULUM

Benner, Patrica Ann. Pre-GED Critical Thinking Skills. New York: Contemporary Books, Inc., 1988.

Schenk, Brian, Executive Editor. The Cambridge Pre-GED Program in Reading Skills. New York: Cambridge Book Company, 1983.

Townsend, Donna et al. Steck Vaughn Comprehension Skills: Main Idea 1 and 2. Texas: Steck-Vaughn Company, 1987.

Townsend, Donna et al. Steck-Vaughn Comprehension Skills: Sequence 1 and Sequence 2. Texas: Steck Vaughn Company, 1987.

Townsend, Donna et al. Steck Vaughn Comprehension Skills: Facts 1 and 2. Texas: Steck-Vaughn Company, 1987.

Townsend, Donna et al. Steck-Vaughn Comprehension Skills: Conclusion 1 and Conclusion 2. Texas: Steck-Vaughn Company, 1987.

Townsend, Donna et al. Steck-Vaughn Comprehension Skills: Context 1 and Context 2. Texas: Steck-Vaughn Company, 1987.

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Subject Area Reading Skill Pretest

Skill	Assessment	Materials	Teaching Strategy and Techniques
Pretest of Reading Skills	Student will complete reading skills pretest with 90% accuracy	Contemporary's Pre-GED Critical Thinking Skills - pg. 1-10	-tape reading selections for student to listen to -copy individual reading selections on separate sheets of paper to avoid distraction -have students read selections to one another
Pretest Evaluation	Teacher and student will design indvidual enrollment plan as based on strengths and weaknesses as reflected on pretest	Contemporary's Pre-GED Critical Thinking Skills - pg. 10-11	-individual conference with teacher and student -student will help decide areas of study and techniques that will help

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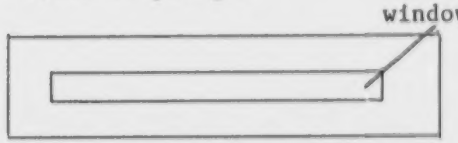
Subject Area Reading Skill Main Idea

Skill	Assessment	Materials	Teaching Strategy and Techniques
Main Idea	Student will demonstrate understanding of a reading passage by identifying the main idea	Contemporary's Pre-GED Critical Thinking Skills Steck-Vaughn Comprehension Skills: Main Idea 1 and Main Idea 2 Cambridge Pre-GED Program in Reading Skills - pg. 65-77 Contemporary's Pre-GED Critical Thinking Skills - pg. 17-30 Steck Vaughn Comprehension Skills: Main Idea 1 and Main Idea 2 Newspapers Magazines Manuals Steck-Vaughn Comprehension Skills: Facts 1 and Facts 2	-tape reading selections -copy on individual pages -find details which will lead to main idea -definitions - sight words characteristics -write definition of all unknown words to use for future reference -answer following questions to identify main idea: who when what why where -newspapers, magazines and other reading materials relevant to student's interest such as: instruction manuals main idea of sentences then lead to reading selections -reading windows to help isolate words or pasages  -stress importance of student's ideas as they interpret what they read -ask leading questions that will lead to correct answers to help build self-esteem

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Subject Area Reading Skill Paraphrasing and Summarizing

Skill	Assessment	Materials	Teaching Strategy and Techniques
Paraphrasing and Summarizing	Student will demonstrate understanding of a reading passage by summarizing it and re-stating in his own words	Contemporary's Pre-GED Critical Thinking Skills - pg. 31-32 Contemporary's Pre-GED Critical Thinking Skills pg. 31 -32 Cambridge Pre-GED Program in Reading Skills, - pg. 117-129 pg. 33-38	-stress no answer is wrong but probe for more details -have students tell about a movie they saw or book they read - show how this is similar to paraphrasing -urge students to use main idea and details -have student ask these questions: who/what → did what → where → when → why put in own words combine in sentences -use chart to pull out important information from a reading selection who | did what | where | when | why | Put on card and laminate so student can use and wipe off to re-use

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Subject Area Reading Skill Word Attack

Skill	Assessment	Materials	Teaching Strategy and Techniques
Word Attack	Student will demonstrate sufficient word attack skills to complete the PreGED curriculum	Contemporary's Pre-GED Critical Thinking Skills - pg. 39-54	Refer students to another ABE program if word attack skills are not sufficient to complete program

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SPECIAL DELIVERY SYSTEMS
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Subject Area Reading Skill Organization of Ideas

Skill	Assessment	Materials	Teaching Strategy and Techniques
Organizing ideas →	Student will demonstrate understanding of cause and effect relationship by identifying the cause and effect elements of a reading passage	Contemporary's Pre-GED Critical Thinking Skills - pg. 58-59	Techniques: Cause and Effect- -tell students when they use the word "because" they are creating a "cause and effect" relationship Cause - -why something happened Effect - -what happens as a result of the cause
		Contemporary's Pre-GED Critical Thinking Skills - pg. 59 (bottom)	Diagram: use to find cause and effect
		pg. 60-61	(cause) brings about (effect)
		pg. 61-66	Sight word list of causer effect signal words because so for therefore since
		pg. 61-66	-use diagram above to find cause and effect -identify signal words

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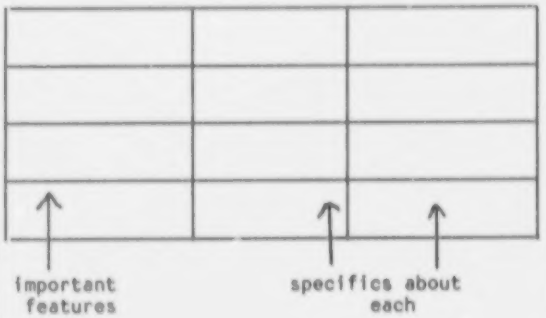
Subject Area Reading Skill Organization of Ideas

Skill	Assessment	Materials	Teaching Strategy and Techniques
Compare and Contrast	Student will show how elements in a reading selection are alike or different by comparing and contrasting	Contemporary's Pre-GED Critical Thinking Skills - pg. 66-71 Newspapers Contemporary's Pre-GED Critical Thinking Skills - pg. 66-71 middle	Sight and Vocabulary Words Compare - see how things are alike Contrast - see how things are different -have students describe things in daily life by comparing and contrasting different events, etc. -from their lives -events in newspapers or magazines -historical events -may use chart to compare and contrast different products: 

SPECIAL DELIVERY SYSTEMS
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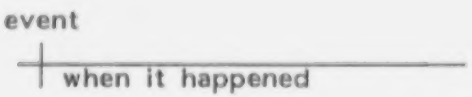
Subject Area Reading Skill Organization of Ideas

Skill	Assessment	Materials	Teaching Strategy and Techniques
Sequencing	Student will demonstrate ability to sequence by putting events in the correct order in which they happened	Contemporary's Pre-GED Critical Thinking Skills, pg. 71 - bottom Steck-Vaughn Comprehension Skills: Sequence 1 and Sequence 2 Contemporary's Pre-GED Critical Thinking Skills - pg. 132 Contemporary's Pre-GED Critical Thinking Skills - pg. 72 -73 Contemporary's Pre-GED Critical Thinking Skills - pg. 74-75, pg. 76-78 exercise Steck-Vaughn Comprehension Skills: Sequence 1 and Sequence 2	-have students tell you a story; show how they used sequencing to tell the story -time line to illustrate events  -steps of an event -put in sequence -what you do each day Sight Words - first next after second later before third then since when last -use above as signal words to signal another step in the sequence -find signal words in passages that have sequence

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Reading Skill Hidden Meanings

Skill	Assessment	Materials	Teaching Strategy and Techniques
Finding Hidden Meanings	Student will identify the main idea of a reading passage when it is not stated directly	Cambridge Pre-GED Program in Reading Skills - pg. 103-114 Steck-Vaughn Comprehension Main Idea 1 and Main Idea 2	-have student list details from a reading passage -which details are important -these will lead to main idea -details are clues to main ideas

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Subject Area Reading Skill Inferences

Skill	Assessment	Materials	Teaching Strategy and Techniques
Inferences	Student will interpret stated or unstated messages by making inferences	Contemporary's Pre-GED Critical Thinking Skills - pg. 96-106 Cambridge Pre-GED Program in Reading Skills - pg. 117-129, 132-144 Steck-Vaughn Comprehension Skills: Facts 1 and Facts 2	-tape reading passages -read to student -discuss details -skill we use all of the time -information may be stated directly or indirectly -inferences are logical conclusions -use inferences in every day life Ex. - judge people's moods - interpret advertising - driving - traffic is backed up - accident

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Subject Area Reading Skill Finding Hidden Meanings

Skill	Assessment	Materials	Teaching Strategy and Techniques
Predicting	Student will predict what will or might happen next in a reading passage	Contemporary's Pre-GED Critical Thinking Skills pg. 106-110 Cambridge Pre-GED Program in Reading Skills - pg. 146-152 Steck-Vaughn Comprehension Skills: Conclusion 1 and Conclusion 2	-stress uses of prediction in every day life -look for words or patterns of language that give clues as to correct predictions such as: 'and then' 'therefore' 'and so' -use inferences as clues to infer outcome of a passage
Context	Student will decipher word meanings by the context of a sentence	Contemporary's Pre-GED Critical Thinking Skills pg. 110-114 Contemporary's Pre-GED Critical Thinking Skills - pg. 115-123 Steck-Vaughn Comprehension Skills: Context 1 and Context 2	-when student doesn't know a word, look at words around it and try to figure out meanings

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Reading Skill Reading Literature

Skill	Assessment	Materials	Teaching Strategy and Techniques
Prose Fiction	Student will identify prose fiction as writing that resembles every day speech	Contemporary's Pre-GED Critical Thinking Skills - pg. 128 Contemporary's Pre-GED Critical Thinking Skills - pg. 129-130 Exercise	Prose Fiction - sight words -stress that prose is a written form of talking -use clues from passage to form picture as you read -read various forms of fiction
Setting	Student will identify the setting of a story	Contemporary's Pre-GED Critical Thinking Skills - pg. 131-132	-setting establishes a framework in which events of a story occur -identify time and place by using clues in a story -use TV and movies→identify time and place/how do they affect story
Characterization	Student will tell what a character is like by identifying their characterizations in a story	Contemporary's Pre-GED Critical Thinking Skills - pg. 133 Contemporary's Pre-GED Critical Thinking Skills - pg. 137 Contemporary's Pre-GED Critical Thinking Skills - pg. 138-141	-identify physical traits -identify personality traits -characters reveal traits by what they say and do -have students characterize: themselves family friends each other -recall a conversation: how did this characterize the person
Using Language to Create Mental Pictures	Student will create mental pictures by comparing an object or living thing with another	Contemporary's Pre-GED Critical Thinking Skills - pg. 142-143 Exercise	-stress making comparions: using symbols - pictures or objects that stand for ideas, people, concepts or anything else the author decides -use common pictures what do they symbolize magazine pictures

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Reading Skill Reading Literature

Skill	Assessment	Materials	Teaching Strategy and Techniques
Plot	Students will identify the plot as a series of events that lead to believable conclusions	Contemporary's - Pre-GED Critical Thinking Skills - pg. 143 Contemporary's - Pre-GED Critical Thinking Skills - pg. 145-146 Exercises	-plot has 4 elements beginning→ conflict→ climax→ conclusion -have student identify the plot of TV shows movie book short story
Tone	Student will identify the expression of an authors attitude as the tone of a story	Contemporary's Pre-GED Critical Thinking Skills - pg. 146-149	-tone talk: how author feels about subject -influences how you feel toward them -author chooses words to bring out the same emotions in you
Compare Prose and Poetry	The student will identify the format of poetry and tell how it differs from prose	Contemporary's Pre-GED Critical Thinking Skills - pg. 150	-chart of format: written in short lines with capital letters on each line
Reading Poetry	The student will read poetry first silently then aloud to pick up on the rhythm	Contemporary's Pre-GED Critical Thinking Skills - pg. 151-153	-stress forming a picture while reading silently
Drama	Student will identify drama by its written format	Contemporary's Pre-GED Critical Thinking Skills pg. 153-156 Contemporary's Pre-GED Critical Thinking Skills - pg. 156	-is a written conversation -format tells who is speaking Ex: TOM: "Hello Joe" JOE: "How are you?" ↗ whose talking ↖ what they say -have student write a conversation they have had in dramatic style

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Reading Skill Reading Literature

Skill	Assessment	Materials	Teaching Strategy and Techniques
Drama		Contemporary's Pre-GED Critical Thinking Skills - pg. 157-159 Contemporary's Pre-GED Critical Thinking Skills - pg. 160 Contemporary's Pre-GED Critical Thinking Skills - pg. 163-165	-drama is a book written as a play -study format of a play (get play from library) Sight Word List Acts — Stage Directors Scenes — Dialogue Cast List — Parts -have student write a short play using the above format items -can be a conversation they've had

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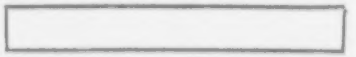
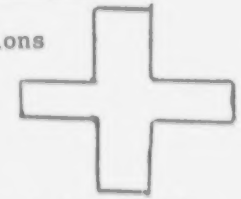
Subject Area Reading Skill Evaluation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Evaluating What You Read	Student will evaluate what they read by asking pertinent questions	Contemporary's Pre-GED Critical Thinking Skills - pg. 173-174 Contemporary's Pre-GED Critical Thinking Skills - pg. 175 - Chart Contemporary's Pre-GED Critical Thinking Skills - pg. 176-178 Contemporary's Pre-GED Critical Thinking Skills - pg. 175-180	Vocabulary and Sight Words - Denotation - Dictionary Meaning Connotation - Positive or Negative feelings a word brings out -describe something positively and negatively -words that set a positive or negative tone negative connotations  positive connotations  Choose words - insert in positive or negative diagram -student should rely on own emotions to decide positive or negative -first feeling is usually most accurate -low self-esteem may prevent students from relying on own feelings → encourage them to go with own feelings

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Reading Critically Skill Evaluation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Reading Critically	Student will evaluate what they read to see whether or not they agree with the author	Contemporary's Pre-GED Critical Thinking Skills - pg. 181-186 Contemporary's Pre-GED Critical Thinking Skills - pg. 186 Contemporary's Pre-GED 186-187-188 Exercises	Sight and Vocabulary Words Fact - proved to be true Opinion - what is believed to be true Generalization - offers no explanation Chart - Use FOG chart to sort which a statement is F O G FACTS OPINION GENERALIZATION -trust own thoughts -find key words that may be clues to FOG
Persuasive Techniques	Student will identify various techniques used in persuasive writing	Contemporary's Pre-GED Critical Thinking Skills - pg. 189, pg. 189-191 Contemporary's Pre-GED Critical Thinking Skills - pg. 191-193 Contemporary's Pre-GED Critical Thinking Skills - pg. 193-195 Exercise	1) plain folks technique -for every day people -write an ad for something in your own words -who could relate to this 2) testimonial technique -famous person using product -use magazine ads -which technique are they -write your own ads -bandwagon technique -feel left out if you don't join in -snob appeal technique -implies wealthy people use the product -use TV, newspapers, magazines to identify technique

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Subject Area Reading Skill Slogans

Skill	Assessment	Materials	Teaching Strategy and Techniques
Slogans	Student will identify phrases as slogans for a particular product	Contemporary's Pre-GED Critical Thinking Skills - pg. 195-196 Contemporary's Pre-GED Critical Thinking Skills - pg. 197-198 Exercise	-associate slogans with a product -what are some favorite slogans? why? -make up ad campaign - use all techniques

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Subject Area Reading Skill Post Test

Skill	Assessment	Materials	Teaching Strategy and Techniques
Post Test	Student will complete post test on Critical Reading Skills with 90% accuracy	Contemporary's Pre-GED Critical Thinking Skills - pg. 211-219 Contemporary's Pre-GED Critical Thinking Skills - pg. 220-221	-reading selections on tape -each selection or own page for less distraction -1:1 testing -Evaluate post test for possible areas to review

Writing and Language Curriculum

RESOURCES FOR WRITING AND LANGUAGE SKILLS CURRICULUM

Maruskin-Mott, Joan. Pre-GED Writing and Language Skills. New York: Contemporary Books, Inc., 1988.

SPECIAL DELIVERY SYSTEMS
ABE/GED Curriculum

Subject Area Writing and Language Skills Skill Pretest/Parts of Speech

Skill	Assessment	Materials	Teaching Strategy and Techniques
Pretest	Student will complete the writing and language skills pretest	Contemporary's - pg. 2-9	-read pretest to student -allow student to give answers orally -prerecord for student use
	Use pretest evaluation chart to design students individual curriculum	Contemporary's - pg. 9	
Nouns	The student will identify a noun as a person, place, or thing	Contemporary's - pg. 12 Contemporary's - pg. 13 Exercise	-have student name different persons, places or things before they are told what nouns are -stress that student already knows these words even if they didn't know they were nouns

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SPECIAL DELIVERY SYSTEMS
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Subject Area Writing and Language Skills Skill Parts of Speech

Skill	Assessment	Materials	Teaching Strategy and Techniques
Pronouns	Student will identify pronouns as words that can take the place of nouns	Contemporary's - pg. 14-15	Sight Word List of Commonly Used Pronouns I him hers us then me her you our their mine his yours ours theirs he she we they it its
		Contemporary's - pg. 15 Exercise	-copy for student use -learn as sight words
Verbs	Student will identify verbs as words that show action or being	Contemporary's - pg. 16	-have student give examples of action words before they are told what verbs are -student already knows these words -now they will know what part of speech they are
	Student will identify linking verbs as words that link nouns or pronouns to words that rename or describe it	Contemporary's - pg. 16 pg. 17 Exercise	-copy word box for student use -have student name verbs they use all of the time

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Subject Area Writing and Language Skills Skill Parts of Speech/Review

Skill	Assessment	Materials	Teaching Strategy and Techniques
Adjectives	Student will identify adjectives as words that describe nouns	Contemporary's - pg. 18	-stress adjectives - tell which one, what kind, or how many -have students describe something they can see - can other students identify it? If so -- it's because of the use of adjectives
		Contemporary's - pg. 18	-copy box of common adjectives
		Contemporary's - pg. 18-19 Exercises	
Adverbs	Students will identify adverbs as words that describe verbs	Contemporary's - pg. 19-20	-adverbs tell how, when, or where
		Contemporary's - pg. 21 Exercises	
Chapter Review	Student will complete the chapter review with 90% accuracy	Contemporary's - pg. 19-20	-review any areas that are not correct on chapter review

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Subject Area Writing and Language Skills Skill Sentences

Skill	Assessment	Materials	Teaching Strategy and Techniques
Sentences	Student will identify a sentence as a group of words that express a complete thought	Contemporary's - pg. 26	-identify sentence fragments -why aren't they sentences? -this will lead to what is good sentence form -does it express a complete thought? if yes - sentence if no - fragment
	Student will write sentences that express a complete thought	Contemporary's - pg. 27-32	-use typewriter or computer -have student dictate sentences to each other so student can concentrate on sentence form instead of writing
	Student will identify subject of a sentence as the person, place, thing or idea talked about	Contemporary's - pg. 33	-stress that the sentence will tell what the subject does or is -to find subject - look for verb → who is doing the action
		Contemporary's - pg. 34-36	-do orally -put on tape -explain what action is being performed → who is performing the action
	Student will identify the predicate of a sentence as everything that isn't part of a subject	Contemporary's - pg. 36 bottom	-tells what subject does or is -always include a verb
		Contemporary's - pg. 37-40 Exercise	-prerecord -do orally

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Subject Area Writing and Language Skills Skill Sentences

Skill	Assessment	Materials	Teaching Strategy and Techniques
Sentences	Student will complete chapter review with 90% accuracy in order to continue	Contemporary's - pg. 40	-students may team up to read to each other -may tape or record answers

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Subject Area Writing and Language Skills Skill Nouns and Pronouns

Skill	Assessment	Materials	Teaching Strategy and Techniques
Common and Proper Nouns	Student will distinguish between a common noun and a proper noun	Contemporary's - pg. 46-49	-common - general name of person, place, or thing -proper - specific name of person, place, or thing -proper - usually capitalized -have student give examples of each from his/her own experience Ex. common - town proper - Lewistown common - truck proper - Ford 4 x 4 -have one student name a common noun → partner name a proper noun from that category
Plural and Singular Nouns	Student will identify when a noun is plural or singular by becoming familiar with word endings	Contemporary's - pg. 50	-singular - names 1 person, place, thing -plural - more than 1 person, place or thing
	Student will become familiar with rules of forming plurals for nouns	Contemporary's - pg. 50 bottom	-learn as sight rules -put on card for student use Rules: 1. Add 's' 2. nouns ending in s, sh, ch, z, x add 'es' 3. nouns ending in any vowel + y change y to i and add 'es'

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Subject Area Writing and Language Skills Skill Nouns and Pronouns

Skill	Assessment	Materials	Teaching Strategy and Techniques
Plural and Singular Nouns			4. some don't change Ex. sheep, deer, fish 5. some follow no rules memorize as sight words pg. 51- #5
		Contemporary's - pg. 51-52	-complete exercises on plurality
Possessive Nouns	Student will identify possessive nouns as nouns that show ownership	Contemporary's - pg. 52	-singular possessive nouns - end in 's' -plural possessive nouns end in s - add' (apostrophe) -copy p. 54 rule box to be used as sight list
Pronouns		Contemporary's - pg. 54-55	-complete exercises with pronoun with pronoun types
		Contemporary's - pg. 56, 57-60 Exercise	-use as sight word -list of pronouns

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Subject Area Writing and Language Skills Skill Nouns, Pronouns, Contractions

Skill	Assessment	Materials	Teaching Strategy and Techniques
Pronoun Agreement	Students will use pronouns correctly by showing agreement with the noun	Contemporary's - pg. 61	-pronoun must agree with noun as to whether it's feminine masculine plural singular
		Contemporary's - pg. 61-62	-complete example orally or on paper
Apostrophes	Student will identify a contraction as 2 words that are combined into one word with an ' (apostrophe) to show where one or more letters has been left out	Contemporary's - pg. 62, pg. 63-64 Exercise	-substitute 2 words contractions are made from - if they will fit, then you can use the contraction -make students own sight word list of contractions they use every day
	Student will complete chapter review with 90% accuracy to continue	Contemporary's - pg. 65-67	-do orally -prerecord -do as teams

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Subject Area Writing and Language Skills Skill Verbs

Skill	Assessment	Materials	Teaching Strategy and Techniques
Verb	Student will recall definition of a verb from Chapter 1	Contemporary's - pg. 16	-student give examples of verbs
Verb Tense	Student will show how verbs tell time that action takes place by identifying tense of verb	Contemporary's - pg. 70-71	-give example of a verb, have student tell same verb in different tenses -now -present tense -regular basis -before now - past tense -later date - future tense
		Contemporary's - pg. 71-75 Exercises	-do orally in class -do in teams
Irregular Verbs	Student will identify verbs that don't change tense the same way as irregular verbs	Contemporary's - pg. 76-77	-not all verbs change tense the same way -does it sound correct? rely on own ear -use tense all of the time -make sight word list of words of this type you use all of the time
		Contemporary's - pg. 78-83 Exercises, pg. 84-88	-do orally, on tape, with partner -separate sheet for each exercise

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Subject Area Writing and Language Skills

Skill Quotation Marks, Subject/Verb Agreement

Skill	Assessment	Materials	Teaching Strategy and Techniques
Quotation Marks	Student will identify a statement as a quote by use of quotation marks	Contemporary's - pg. 88 bottom	-quotation marks - used to tell the reader that the words between them are exactly what someone said -have students dictate to each other using quotation marks-i.e. Sam said, "I love ice cream."
		Contemporary's - pg. 89-91	-read out loud to hear where quote starts and ends
	Student will complete chapter review with 90% accuracy to continue	Contemporary's - pg. 91-94	-tape -do orally -do in teams
Subject/Verb Agreement	Student will use correct subject depending on verb ending in a sentence	Contemporary's - pg. 98	Sight Rules - copy, study -verb ends in s- subject is he, she, it -verb does not end in s- subject is I, you, we, they
		Contemporary's - pg. 99-103	-do orally -on tape -in teams
Compound Subjects	When using a compound subject student will always use verbs that agree	Contemporary's - pg. 104	-subjects joined by and - plural -subjects joined by or, nor - verb agrees with subject closest to verb
		Contemporary's - pg. 105-110 Exercises	-do orally -on tape

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Subject Area Writing and Language Skills Skill Commas

Skill	Assessment	Materials	Teaching Strategy and Techniques
Commas with Interrupters	Student will use commas to set off a word or group of words that interrupt a sentence	Contemporary's - pg. 110-113	-read sentence out loud to hear flow of words and decide which ones are interrupters -use with lists of words in 1 sentence
Direct Address	Student will use commas when writing sentences where someone is addressed directly	Contemporary's - pg. 113 middle	-when you use a person's name to speak directly to him or her, the name is set off by commas Usage - comma before and after name -changes the way you read sentence; have student write sentence with direct address and read with and without commas -makes sentence more meaningful -commas read as a brief pause
	Student will complete chapter review with 90% accuracy to continue	Contemporary's - pg. 114 Exercises	

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Subject Area Writing and Language Skills Skill Adjectives and Adverbs

Skill	Assessment	Materials	Teaching Strategy and Techniques
Adjectives	Student will identify adjective as words that describe nouns	Contemporary's - pg. 120-121	-adjective tells what kind, which one, how many -pg. 121 box of adjectives used often - copy for student use -have student describe something using adjectives - can other students pick out adjectives?
		Contemporary's - pg. 122-124 Exercises	Ex. orally, on tape, in teams
Adverbs	Student will identify adverbs as words that describe verbs	Contemporary's - pg. 125	-box pg. 125 - copy for student use -adverbs tell how, when, where
		Contemporary's - pg. 126-128 Exercises	-do orally
	Student will use the correct describing word in a sentence, either an adjective or an adverb	Contemporary's - pg. 128-129	-adjective or adverb both describe -adjective can be changed to adverb by adding 'ly' -if adjective ends in y add 'ly' -use context of sentence
		Contemporary's - pg. 130-131	-trust own 'ear' - does sentence sound right?
		Contemporary's - pg. 132	-use commas to punctuate series of of adjectives or adverbs - read out loud - if you pause when reading, add comma

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Subject Area Writing and Language Skills Skill Letters

Skill	Assessment	Materials	Teaching Strategy and Techniques
Personal Letters	Student will identify 3 places commas go in a letter	Contemporary's - pg. 134	-commas go: 1. date 2. greeting 3. salutation -have student write letters -read form letters from junk mail, etc. - notice where and how punctuation is placed Sight Word List for Personal Letters date greeting body closing signature
Business Letters	Student will write a business letter by using the correct form	Contemporary's - pg. 136	Sight Word List for Business Letters return address body date closing inside address signature greeting name
		Contemporary's - pg. 137	-learn parts of a letter -do orally -on tape
	Student will complete chapter review with 90% accuracy	Contemporary's - pg. 138-140	

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Subject Area Writing and Language Skills Skill Combining Sentences

Skill	Assessment	Materials	Teaching Strategy and Techniques
Compound Predicates	Student will combine predicates that have the same subject to form a more interesting sentence	Contemporary's - pg. 143-145	-show how you can make 2 separate sentences but maybe 1 would be more interesting -combine with 'and'
Conjunctions	Students will use conjunctions to combine sentences with related ideas	Contemporary's - pg. 146-147 Contemporary's - pg. 148-150	-pg. 147 box - copy for student use -trust own judgment when writing
Connectors	Student will use joining words, known as connectors, to combine sentences	Contemporary's - pg. 151	Sight Word List of Common Connectors however furthermore nevertheless moreover instead therefore consequently -copy box pg. 151 for student use
	Student will use punctuating connectors to write more interesting sentences	Contemporary's - pg. 152-154	-semicolon (;) in front of connector -comma (,) after connector

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Subject Area Writing and Language Skills Skill Combining Sentences

Skill	Assessment	Materials	Teaching Strategy and Techniques
Subordinating Conjunctions	Student will use subordinating conjunctions to show cause, contrast, condition, or time	Contemporary's - pg. 156 Contemporary's - pg. 157-159	-copy box for student use -if subordinating conjunction is first word in sentence, place comma between the 2 ideas -if in middle of sentence - no comma
	Student will complete chapter review with 90% accuracy to continue	Contemporary's - pg. 160-164	-do orally -on tape -in teams
Parallel Structure	Student will make all items in a sentence the same form or part of speech	Contemporary's - pg. 171 Contemporary's - pg. 172-174	-say sentence out loud; does it sound awkward? -trust own ear
Verb Tense in a Paragraph	Student will make all verbs in a paragraph the same tense	Contemporary's - pg. 174 middle Contemporary's - pg. 175-176	-shifting tenses makes reader unsure when action happened -read out loud to hear tense -recopy each paragraph separately

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Subject Area Writing and Language Skills Skill Combining Sentences/Posttest

Skill	Assessment	Materials	Teaching Strategy and Techniques
Paragraph Structure	Student will identify the purpose of topic and supporting sentences in a paragraph	Contemporary's - pg. 176 Contemporary's - pg. 176-178	-topic sentences - main idea -focuses writing in a specific area -supporting sentences give details; explain topic sentence -read paragraph out loud -prerecord exercises -use different color underlines to identify topic and supporting sentences
Posttest	Student will complete posttest with 90% accuracy	Contemporary's - pg. 180-198 Contemporary's - pg. 199	-posttest evaluation chart -review any deficient areas

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Subject Area Writing and Language Skills Skill Journal Writing - Your Turn To Write

Skill	Assessment	Materials	Teaching Strategy and Techniques
Journal Writing	Student will keep a private journal which will help him see improvement in his writing	Contemporary's - pg. 10, 24, 44, 69, 96, 119, 142, 166	-stress privacy -should write in journal every day while completing course -ideas in each chapter
Your Turn To Write	Student will write a short piece as suggested in each chapter of the program	Contemporary's - pg. 23, 43, 68, 94, 118, 141, 165, 167	-should be gone over with student to point out errors -may be private from rest of class or shared -should be done with each chapter

Study Skills Curriculum

RESOURCES FOR STUDY SKILLS CURRICULUM

Patricia Ann Benner. PreGED Critical Reading Skills. Chicago, Illinois: Contemporary Books, Inc., 1988.

Donna Townsend, et al. Steck Vaughn Comprehension Skills, Main Idea 1, Main Idea 2, Sequence 1, Sequence 2. Austin, Texas: Steck Vaughn Co., 1987.

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Subject Area Study Skills Skill Sentence Understanding

Skill	Assessment	Materials	Teaching Strategy and Techniques
Finding Key Words in Sentences	The student will identify key words in sentences which give information	Contemporary's - Reading Skills - pg. 55 Contemporary's Reading Skills - pg. 56-57 Comp. Skills - Main Idea - 1, Main Idea - 2 Pre-GED Reading Skills - pg. 64-77	-key words give basic information in a sentence -other words add details about the info, given by key words -ask "who did what?" to find key words -use newspapers/magazines to find main idea by identifying key words -prerecorded exercises so students can listen to passages
Analogies	The student will find similarities of relationships between words	Contemporary's Reading Skills - pg. 91 Contemporary's Critical Reading Skills - pg. 92-94	-tell how one pair of words is related; then find how another pair of words is related in a similar way - : symbol for "is to" Ex. wet: dry as hot: cold To find relationships between words: -say words -use in sentences -find words used in context -paraphrase sentences using words -prerecorded list of analogies, words

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Subject Area Study Skills Skill Following Directions

Skill	Assessment	Materials	Teaching Strategy and Techniques
Following Directions	The student will demonstrate the ability to follow directions as given in various exercises	Contemporary's Reading Skills - pg. 123 Comp. Skills - Sequence 1, Sequence 2	-stress sequence of events that lead to a certain outcome -use real life materials: recipes construction assembly chart to analyze directions

Part 1	Part 2	Part 3
what to do	to what	under what condition - how, when, where

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Subject Area Study Skills

Skill Analyze Directions/Constructing Paragraphs

Skill	Assessment	Materials	Teaching Strategy and Techniques
Analyze Directions	Student will analyze directions and identify the steps involved in various processes	Contemporary's Reading Skills - pg. 124-127	-copy or record directions from various labels for preparing recipes, etc.; use chart previously shown to analyze data; vocab and sight word lists - made up of words used in directions (will depend on specific exercises) -use pictures to illustrate steps in a process -give directions to another person orally -chart (pg. 170) to illustrate a problem
Constructing Paragraphs	Student will use the chart method to construct a paragraph	Contemporary's Reading Skills - pg. 170-171 PreGED - pg. 132	-assemble to form paragraph

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Subject Area Study Skills Skill Outlining

Skill	Assessment	Materials	Teaching Strategy and Techniques
Outlining	Student will construct an outline that uses pertinent facts	Contemporary's Reading Skills - pg. 171-172 Contemporary's Reading Skills - pg. 172	-use prewritten or recorded materials; have students outline -use blank outline form as a guide Ex.- I A B a b C II A a b B

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Subject Area Study Skills Skill Evaluation

Skill	Assessment	Materials	Teaching Strategy and Techniques
Study Skills Evaluation	Student will complete study skills evaluation with 90% accuracy	Contemporary's Reading Skills - pg. 210	-record on tape -read to student -review any weak areas